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## THE HISTORY OF EDUCATION IN CALGARY

by

Phyllis Ellen Weston, B. A.

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THE HISTORY OF EDUCATION IN CALGARY

submitted by

Phyllis Ellen Weston, B. A.,

in partial fulfilment of the requirements for the degree of  
Master of Arts.

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Date ... *April 14, 1951* ... Professor ... *M. H. Long* ...





## SYNOPSIS

The thesis, The History of Education in Calgary, includes a treatment of the development of the Calgary Public School system. An attempt has been made to show that this system has grown with the community, that people with foresight have guided its growth, so that the direction of development has taken into account the needs of the community and the changing times. For this reason, the Calgary School Board has sometimes anticipated developments in the provincial field of education, and has accomplished much in the difficult task of caring for the individual needs of children.

The development of the Calgary Separate School system has also been dealt with. Here again, growth has kept pace with the community. An attempt has been made to show that the smaller system has some disadvantages; that a single school system would give greater benefits to all, and that since a measure of co-operation has been effected by the two School Boards, a single system is not impossible to achieve.

The history of Calgary private schools has been traced here. It has been shown that the initial demand for an English type of public school has almost entirely disappeared. The private schools in existence today provide for the expression of individualistic tendencies on the part of a very small minority of the population. The only private school established before World War I which is still in operation has adapted itself to the changing needs of the community.

In tracing the history of the relations between the University and Calgary, an attempt has been made to show what difficulties have stood in the way of the establishment of a bona fide university here, and what attempts have been made to overcome those difficulties.



THE UNIVERSITY OF ALBERTA

THE HISTORY OF EDUCATION IN CALGARY

A dissertation  
submitted to the School of Graduate Studies  
in partial fulfilment of the requirements for the Degree  
of Master of Arts

FACULTY OF ARTS AND SCIENCE

DEPARTMENT OF HISTORY

by

PHYLLIS ELLEN WESTON

Edmonton, Alberta

April 1951





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## CHAPTER 1

### EDUCATION ON A FRONTIER

In 1884, Calgary, North-West Territories, was a typical frontier town, characterized by dirt roads, wooden sidewalks, frame buildings, and one main thoroughfare -- Stephen Avenue (now Eighth Avenue). After the founding of the small North-West Mounted Police post in 1875, Calgary had grown slowly because of the isolated position of the fort. Traders brought their goods by ox train from Fort Benton in Montana. The vanguard of the pioneers found good land for ranching and farming but the local market was small and distant markets impossible to reach. In 1881, when Major Rogers, the engineer-in-charge of the Canadian Pacific Railway survey, announced that the railway would follow the route of the Bow River Valley and Kicking Horse Pass, he also assured Calgary of a future. The southern ranchers thereby obtained access to markets for their stock. Calgary would be the natural shipping and distributing centre for the territory south to Macleod, north to Edmonton, and west into the mountains. The railway crossed the Elbow River on August 12, 1883. On August 31, the first newspaper, the forerunner of the Calgary <sup>Daily</sup> Herald, appeared. The prairie settlement had acquired means for more rapid transportation and communication, but one other difficulty remained to be settled.

The location of the townsite became the subject of a quarrel. Section fourteen, immediately east of the barracks and the junction of the Bow and Elbow rivers, attracted the first-comers. However, as homestead land it had already changed hands twice and the title of ownership was not established. In the meantime, the land was in the hands of pioneer real estate dealers who were unwilling to come to



terms with the railway company. In 1883, the C.P.R. made arrangements for the sale of lots on Section fifteen through the North-West Land Company. By December the company had received a number of applications for land which was apportioned by lot in the order of sale. To encourage quick settlement, a rebate of half the price was promised if buildings were erected and occupied by April 1, 1884<sup>1</sup>. Mr. J. Bannerman, who kept the Post Office, moved to the new townsite where he received two free lots. The settlement of the townsite dispute and the inducements offered to settlers had a salutary effect on the growth of the town.

By late fall, 1883, the settlement had a population of four to five hundred people, but it had no local government. A number of pressing questions -- the building of bridges, the incorporation of the town, representation on the North-West Council, and the establishment of a school -- demanded some form of organization for co-operative action. At a public meeting the residents decided to elect a Civic Committee of seven members. On election day, January 7, 1884, Major James Walker, a retired superintendent of the North-West Mounted Police who had come to Calgary to operate a sawmill, headed the poll and became the chairman of the Committee.

When the Honorable Edgar Dewdney, Lieutenant-Governor of the North-West Territories, visited the town later in January, the Civic Committee was ready to discuss its problems with him. Concerning education, he pointed out that the Council of the North-West Territories had just passed an Ordinance providing for the erection of school dis-

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1. Herald Files, 1883.

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tricts in those communities where ten children, between the ages of  
<sup>2</sup>  
 five and twenty years, would be found. If they wished to engage a  
 teacher at a salary not exceeding \$600. per annum, the Territorial  
<sup>3</sup>  
 Council would pay half of the sum.

The Civic Committee lost no time in acting upon this information. A resolution was passed to call a public meeting in the Opera House one week later. On Wednesday, February 6, the meeting was convened with Major Walker as chairman and Mr. T. Swan as secretary. The motion to establish a school was carried unanimously, while Messrs. H. Douglas, A. McNeil, and W. N. Costello were delegated to canvass for contributions, procure a suitable room, and engage a teacher as soon as possible. These three men who were chosen to act as trustees of Calgary's first school were all vitally interested in the development of the town. Howard Douglas operated a stage coach line between Macleod and Edmonton via Calgary. Mr. McNeil was the government fruit inspector and W. N. Costello a local lawyer. At the meeting they collected the first subscriptions which amounted to \$125. The citizens of the community felt sure that they could carry on until a bona fide school district should be established.

On Wednesday, February 13, there appeared in the Calgary Herald the first Public School Notice:

"The trustees beg to inform the people of Calgary and surrounding district that they have secured a building for school purposes, convenient to the barracks, and hired a teacher. The school will be opened on Monday, 18 instant, and will be free to all children in the town.

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2. Calgary School Board Records, 1884.

3. The Calgary Herald, January 23, 1884.

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"All parties having subscribed for the support of the school, or desirous of doing so, will kindly send in their subscriptions to H. Douglas, Sec.-Treas., or the Trustees.

H. Douglas

A. McNeil

W. N. Costello

4

(Trustees)"

The bitter cold of that Monday in February did not deter seventeen pupils from putting in their first appearance at school. The log school house stood on the bald prairie as it was the only building between the Mounted Police Barracks and the first Canadian Pacific Railway station. The Barracks were situated at the junction of Bow and Elbow Rivers, and the station at Ninth Avenue and Centre Street. Mr. ~~W. J.~~ <sup>J. W.</sup> Costello, the first teacher, had obtained a first-class teaching certificate in Ontario before he came west as a pioneer. As he was on the spot and willing to accept the position, the trustees engaged Mr. Costello at a salary of fifty dollars a month, the highest amount they could pay and receive the full benefit of the Territorial grant.

The first Calgary school, which to begin with was really a private school, changed its status to that of a public school on March 2, 1885, when the Calgary School District No. 19 was organized by order of the Executive Council of the North-West Territories. The placing of the school on a sound financial and scholastic footing was as much the work of Col. James Walker as was its inception in the first place, for he undertook to circulate the petition to have the school district established legally. The first regular election of trustees took place on April 11, after which Stephen N. Jarrett filled the office of chairman, C. W. Peterson that of secretary, and J. A.





Lougheed became the new treasurer.

Today nothing remains of the modest log building with the pretentious name, Boynton Hall, which actually housed Calgary's first school. Situated near Second Street East between Seventh and Eighth Avenues, it apparently served its educational purpose for so short a time that even the fact of such use fell into oblivion, and the school building on Ninth Avenue near Fifth Street East, still in existence, came to be referred to as Calgary's first school.

This small frame structure stood, until the autumn of 1950, a little less than the ragged beggar of Whittier's poem. Its educational identity lost, it has at various times echoed to the joys and sorrows of a large family of negroes and breathed forth the steaming atmosphere of a Chinese laundry. In 1950 the City building inspector condemned it for further use and ordered its demolition. The work squad had torn down one wall before the citizens were aware of what was happening. Mr. J. B. Cross of the Calgary Brewing and Malting Company came to the rescue. As a result of his efforts the former school was removed to the company's property in East Calgary where it will be restored to serve as a museum for Calgarians.

However, after the organization of the Calgary School District, the so-called original premises were to prove adequate for some little time. Spencer Douglass, who had succeeded Mr. Costello as teacher in the private school, continued to guide the affairs of the public school, which numbered thirteen pupils at the time of its opening. As the town had not yet started its westward movement, most of the pupils had a long walk from east of the Elbow River to the school. Since calisthenics and organized sports had not yet figured with any



prominence in the program of studies, this exercise provided a welcome change from sitting. Indeed, the schoolroom possessed little if any comfort or attractiveness to compensate the pupils for their loss of freedom. Desks and benches were made locally with the adjustability of the Procrustean bed. Books and maps were conspicuous by their absence. The slate and squeaking pencil constituted the only essential equipment of the student, young or old.

Those early school days, however, sometimes attained a level of excitement which is foreign to the modern youth in spite of the greater variety offered in curricular and extra-curricular activities today. On one occasion the quiet of a small group of students prosaically engaged in eating lunch was shattered by the entrance of three half-breed boys. The knives they carried might have suggested a scalp-  
ing expedition, but they turned their attention to some loose stove pipes which they evidently intended to carry off as loot. The prospect of a fight in which they had the advantage of numbers gave the pupils the courage to make a stand with the result that the would-be thieves were ignominiously put to flight.

The establishment of the School District was not the only event which made 1885 an important year for Calgary. The completion of the first transcontinental railway gave the town greater prominence as a shipping centre. The Canadian Pacific Railway Company proceeded to build a permanent station to the west of the Elbow. Businessmen, previously reluctant to leave Section fourteen, moved to the new townsite without more ado. Newcomers attracted to the town increased the  
5  
population to more than five hundred.



School enrolment increased rapidly, too. It was necessary to open an additional room to accommodate new pupils. For this, use was made of the upper part of a two-storey building owned by I. S. Freeze and situated on Eighth Avenue between First and Second Streets East.

The town now boasted a school population of seventy.<sup>6</sup>

The year 1886 saw further changes which were signs of growth. The Board appointed Thomas Bruce as janitor of the two rooms at two dollars a week. Non-resident pupils, whose numbers had increased, were charged a fee of five cents a day. The school tax was set at five mills on the dollar, an increase of one mill over the previous year. The first annual meeting of ratepayers of the Calgary School District attracted very little attention, however, as the three Board members were the only people present.<sup>7</sup>

The same year Mr. J. E. Boag became principal when Mr. Spencer Douglass resigned on March 31. The first inspection of the Calgary School District followed shortly after the new appointment. The Rev. John McLean, a Methodist missionary and clergyman of Macleod, held the position of inspector. Although he spoke with warm praise regarding the enthusiasm and progress of the pupils, he did not hesitate to criticize the physical properties of the school. Mr. McLean concluded his report with a brief but careful statement of the difficulties under which the teachers and pupils were laboring.

".....The school building is in poor condition, lacking proper arrangement, suitable location and the necessary warmth in cold weather. These hindrances will, however, when a new school building

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6. Calgary School Board Records, 1885.

7. Calgary School Board Records, 1886.

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is erected, be eliminated. Several additions are necessary to complete the school apparatus, that the teaching staff may more efficiently do its work. Pupils who have not attended school for years, and many who are just commencing to study, have introduced an element that materially hinders rapid advancement." 8

As the inspector pointed out, makeshift accommodation accounted for some of the problems. Besides, expenditures could be for minimum requirements only, because of the low rate of assessment. The latter, in turn, was consistent with the general living standards of that time.

In 1887 acute overcrowding resulted in the decision to erect a four-roomed school. Debentures amounting to \$8,000. were issued for the building of the southern half of the old Central School. The debenture issue, purchased by the Canada Life Assurance Company at par, bore interest at six per cent per annum and was repayable in fifteen years. The contract for building the school was awarded to McCoskin and Kemp. By November, 1887, the four new rooms were in operation.<sup>9</sup> In September, 1888, Calgary boasted 177 pupils, the second largest enrolment in the North-West Territories, exceeded only by that of Regina with 186.<sup>10</sup>

A year later, when the number reached 240, the old story of overcrowding was repeated, as it often has been since. In fact, Calgary's first experience of boom conditions made it impossible to anticipate accommodation requirements. In the closing months of 1889 one room in the Central School housed 113 children in charge of one

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8. Calgary School Board Records, 1886.

9. Calgary School Board Records, 1887.

10. Calgary Herald, Sept. 19, 1888.

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heroic woman. Then the School Board rented the basement of Knox Presbyterian Church for school purposes. The Church was situated at the corner of Centre Street and Seventh Avenue where the York Hotel stands today. Miss Florence Brown undertook to teach fifty-three of the youngest scholars in these temporary quarters. The subterranean room was large and lofty, although somewhat lacking in adequate lighting and heating arrangements. The impermanency of the arrangement was emphasized by the use of ordinary chairs instead of regular desks and seats. Fortunately, all phases of the growth of the school system were not as difficult to cope with as was the enrolment.

In January 1889, James Short was appointed headmaster of the school at a salary of \$1,200. a year. Although Mr. Short was principal for only three and a half years, his connection with the Board lasted much longer. After his resignation as principal in 1892, James Short practised law in Calgary. From 1893 to 1904 he was Secretary-Treasurer of the School Board. During that time he received \$150. a  
 11  
 year for his services. After he relinquished this position, Mr. Short served on the Board as a trustee from 1905 to 1914, and as Chairman in 1908 and 1909. A short slight man with a moustache and a Vandyke beard, James Short had a twinkle in his eye and a ready smile. As his record shows, his interest in education never flagged. When the old Central School was re-named James Short School in his honor in 1938, his message to the boys and girls stressed the idea that the secret of success is to keep on studying. Indeed, that had been his motto when he came to teach in Calgary.



In 1889, the Calgary school had been in operation for five years. Some students were ready for and were carrying on studies at the high school level but no special provision had been made for this work. Through Mr. Short's efforts the high school work was properly organized. The Board authorized the expenditure of nearly two hundred <sup>12</sup> dollars on books for the high school library. Shakespeare and other English poets, English histories, and dictionaries were a welcome addition to the few standard text books. The Board also appointed a male assistant, W. A. Milne, his duties to begin in January 1891, in order to permit Mr. Short to devote his time to the high school work and to his duties as principal. Early in 1894, the school authorities provided apparatus so that practical work in physics and chemistry could supplement text book study. At this time the only other high school department in the Territories was at Regina.

After the building of the railway and with the development of agriculture, local industries sprang up. Transportation, farming, and manufacturing affected each other in turn, and stimulated the growth of the community in general. As early as 1883, George <sup>ll</sup>Mardock's Harness Shop made leather goods for farmers and ranchers. The Imperial Bank and the Bank of Montreal established branches in the town in 1886. The following year the Bell Telephone Company of Canada provided its services for some thirty subscribers. Distribution of water by a pipe system and lighting by electricity were added to the amenities of the town in 1889. Patrick Burns (later Senator Burns) built the first slaughter house in Calgary in 1890. This small business was the fore-



runner of the extensive meat-packing industry of today. In 1892 the Robin Hood Flour Mills began operations in a building on the corner of Third Street West and Ninth Avenue with a maximum daily production of 160 barrels of flour. That same year A. E. Cross and a group of associates organized the Calgary Brewing and Malting Company. Between 1891 and 1893 two branch lines of the C.P.R. started operation, the one between Calgary and Macleod and the other from Calgary to Edmonton. Increased railway activity resulted in David Souter's blacksmith shop becoming the Calgary Iron Works in 1895. With these developments marched an ever-expanding school system.

In 1891 the School Board rented several additional rooms to care for the increased enrolment. After they had obtained a room in the old Methodist Church, the demand for more space could only be met by an invasion of the Town Hall. Here, Miss J. S. McIntyre carried on the task of teaching some eighty children in a small room, whose imperfections were not mitigated either by its location above the malodorous police cells or by the sunshine which streamed in through its unshaded windows. However, by June the Board had reached two decisions, to build an addition to the Central School, and in the meantime to rent the Curling Rink in place of the rooms in the two churches and in the Town Hall. The advantage of greater space afforded by the rink was somewhat offset by the fact that the rooms, one above the other, were separated in a physical sense only by a single layer of boards. But relief was in sight, as the School Board called for tenders for the addition and alterations to the Central School. The contract for the four-roomed addition was awarded to J. W. Seeley. With the project apparently well in hand, the School Board was beset by problems of another







CALGARY 1892





nature.

For the first six years the School Board had been feeling its way. In some respects this was not surprising as the Territorial government added clauses to the School Ordinance as new needs arose. In financial matters, although the Calgary school system had more than quadrupled in size, the making of estimates and keeping of accounts were characterized by an informality which was no longer satisfactory. When A. L. Sifton audited the School Board accounts in 1891, the "books" consisted of a bank book and a record of checks issued. When funds were low or the territorial grant was late in arriving, the School Board waited upon the town council and applied for a grant usually for one thousand dollars, regardless of the immediate or anticipated demand for school monies. When the need arose again, the request would be repeated. However, a financial question of a more serious nature led to a change in the organization of the Board.

Mr. J. W. Seeley, the contractor in charge of building the addition to the Central School, had not included in his estimate the cost of alterations to the original building. It was claimed that there was a tacit understanding with respect to this expense, but when Mr. Seeley presented his bill, the Board felt the charge to be exorbitant. A law suit during 1892 resulted in a victory for the contractor and a determination on the part of the Board and citizens that there must be no recurrence of such haphazard business methods. When the newly-elected Board came into office in January, 1893, a division into committees was effected at once. Finance, school management, school building, property and supplies came under the supervision of separate



groups for the first time.

Lack of a definite policy in regard to School Board dealings with teachers, pupils, and parents added other storms to make 1892 a tempestuous year. In the first place, trouble arose over the question of corporal punishment. Reference to the School Ordinance brought out the fact that it was the duty of the individual School Boards to formulate a policy covering this controversial subject. Having failed to anticipate the need for such regulation, the School Board was in a quandary. The whole affair was aired at a public meeting at which teachers, parents, and even pupils expressed and defended their respective attitudes in the case under discussion. Shortly afterwards the School Management Committee began to draft a list of rules and regulations, which have been collected in the "Blue Book" of the Calgary schools. A clear statement with respect to disciplinary measures has contributed to good relations in the community.

Two other public meetings occurred in the same year to emphasize the need for regulating school matters and relationships with greater dispatch and order. One concerned a criticism of the teaching staff which had resulted in the dismissal of one of its members. The secretary-treasurer of the Board, Mr. R. A. Janes, was the author of a letter which questioned the competence of the teachers and even their qualifications. Principal Short spoke at the meeting with dignity and conviction of the difficulties under which the staff was laboring. Overcrowding in the Junior departments meant forced promotions and these in turn resulted in a higher percentage of failures among those



writing the entrance examinations. Irregularity of attendance -- the  
<sup>14</sup>  
 average was less than fifty per cent -- was not conducive to the best  
 results. The charge concerning the qualifications of the teachers was  
 refuted by the reading of these to the meeting. The inspector's report  
 which was also read culminated with the words, "The year's work has  
<sup>15</sup>  
 been efficiently done."

The last meeting of the kind was to thresh out complaints concerning the conduct of Mr. J. McLochlin who had been engaged as headmaster of the public school. W. A. Milne, who had held the position of male assistant since January, 1891, and Mr. James Short both resigned from the teaching staff at the end of the summer term in 1892. Mr. D. P. McColl succeeded Mr. Short as principal of the high school. There seems to have been some ambiguity with regard to the seniority of the two new principals. Was each autonomous in his own sphere, and if not, which was the senior? Mr. McLochlin interpreted his position to include the supervision of the public school teachers. He apparently combined officiousness with facetiousness in a way which offended the lady members of the staff. On the one hand he failed to knock on the door to announce his entry into a room. On the other, he had a "playful  
<sup>16</sup>  
 habit of regaling them with his full family history". The climax came when he dropped hints of unsatisfactory work and predicted future changes. Once more a public meeting was held at which charges and counter-charges were made and refuted.

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14. Calgary Herald, March 11, 1892.

15. Calgary Herald, loc. cit.

16. Calgary Herald, Oct. 6, 1892.





Although the investigation was closed and Mr. McLochlin confirmed in his position of principal, a feeling of disquiet remained regarding the condition of the school system. The matter was well aired in the press. Mr. McLochlin, feeling the pressure of public opinion, resigned in favor of Mr. McColl, who was henceforth to combine his duties of principal of the high school with those of supervisor of the school system as a whole.

January, 1893, saw a shake-up in the School Board which resulted in Mr. Janes' withdrawal from his position as trustee. Another change was the advent as secretary-treasurer of Mr. James Short, who was to continue his connection with the administrative side of educational affairs in Calgary until 1914. With dissensions ironed out and acrimonious voices stilled, a new era approached. The School Board was meeting regularly in the library at the Central School on the first Thursday of each month. A deeper sense of responsibility was engendered by the feeling that Calgary, a city less than twenty years old and still destined to grow rapidly, would need careful planning in education.

While the Central School was experiencing growing pains, another Calgary public school was making somewhat slower progress. In September, 1891, the residents east of the Elbow River donated six lots of thirty-three and a third feet each for a school site. The following January the Board engaged Mr. W. B. Briggs as teacher for the new East Ward School, as it was called. The building, which had only one room, occupied the site of the present Alexandra School. Mr. Briggs, in charge of it until his resignation in January, 1893, was instruct-





ing some twenty-seven pupils. Miss Annie Foote from Elora, Ontario, the teacher who succeeded him, was to teach in Calgary until her retirement in 1912, after which she became the first woman member of the School Board.

The Public School system which was taking form during the first two decades of Calgary's growth did not provide the only educational facilities available to the children of the town. Near the site of the present Sacred Heart Convent on Nineteenth Avenue and First Street West was the original Convent School. The old building, constructed in 1885, was not torn down until 1924<sup>18</sup>. A private school, it drew its pupils from every denomination. Presided over by Mother Greene, the school gave instruction in the classical and mathematical subjects which at that time were considered to be the best educational fare. In December, 1889, the sixteen boys and girls of the high school division displayed their accomplishments in the customary public examination. In addition to answering questions in algebra, history, geography, literature, Latin and French, four lads "described problems in Euclid on the blackboard very correctly"<sup>19</sup>. The smaller children made a contribution in reading, simple arithmetic, and recitation. The Calgary Separate School District was established in 1885 and the school then became known as the Lacombe Separate School.

Bishop Pinkham's Parochial School, a seminary for young ladies, was also established to meet an urgent need. Among the pioneer families were those who desired to give their daughters the advantages

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18. See Chapter III, below.

19. Calgary Herald, Dec. 23, 1889.

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of a finishing school without sending them to Eastern Canada. This school opened on May 1, 1890, under the principalship of Miss M. Crawford, the daughter of the head mistress of Coligny College for ladies at Ottawa. By 1892, however, the school, which had been held in the tiny frame hall next door to the Church of the Redeemer, encountered financial difficulties and closed its doors, to reopen later as St. Hilda's College.

A few brief glimpses of the school life of the day may serve to emphasize both differences from and similarities to modern institutions. The public examinations which were held twice yearly supplemented the written exercises which determined the pupils' grades. Results of the latter were published in the daily newspaper, but the pioneer was a rugged character and did not appear to question these ordeals to which the sensitive and insensitive were alike subjected.

There were signs even in 1890 that the curriculum was felt to be lacking in practicality. The Board of Education, Regina, in March of that year added two new subjects to the examinations for candidates for third class teaching certificates. These were single entry book-keeping and English literature of the Fifth Reader. Needlework, knitting, and calisthenics were to form part of the course of studies in all schools. Trustees were warned to engage teachers competent to instruct in these fields.

The Teachers' Institute for the Alberta Territory which opened in Calgary on May 12, 1893, did not differ greatly in objectives or



achievement from the present day convention. Mr. (later Dr.) David J. Goggin, Superintendent of Education for the North-West Territories, in speaking about "The Recitation", favored the Socratic or dialogue method, which he claimed was adopted by all good teachers. Professor Fenwick, singing teacher in the Calgary schools, not only included remarks on breathing in his talk concerning voice culture but when asked to illustrate his observations he did so to the satisfaction of all those present. Mr. J. Hewgill's "Jottings from an Inspector's Notebook" emphasized the importance of neat blackboard work in the teaching of writing. Mr. John Hewgill was inspector for the southern Alberta district from 1892 to 1894. Miss J. S. McIntyre of Banff spoke of ethics as the keystone of the educational structure. The only address which might not find a place in a similar program today was Mr. James Short's succinct dissertation entitled "My Object in Teaching Grammar".

Although the vogue for specialization was to await the new century, one special department was added to the Public Schools under novel circumstances. Professor Fenwick, a large and pompous gentleman whose dignity transcended the use of Christian names even in written records, was choirmaster and organist at the Knox Presbyterian Church. Having prepared the school children for a musical festival which was presented at Christmas time in 1891, the Professor made application to the School Board for the position of music teacher. He asked for a yearly salary of three hundred dollars. In return for this he would not only carry on regular classes but present two festivals a year, the proceeds from these to be shared by himself and the Board. There was



much discussion regarding the effect of public appearances and late hours on the younger pupils, but the two successful performances of the first festival in the Opera House carried much weight. The Professor was engaged on his own terms. Thus the Calgary schools acquired their first music supervisor. By 1893, with the larger school and a broader curriculum in operation, the educational world of Calgary stood upon the threshold of a future filled with promise.





## CHAPTER 11

### THE PUBLIC SCHOOL SYSTEM GROWS WITH CALGARY

Between the years 1893 and 1918, Calgary changed from a pioneer town to an industrial city of growing importance. Not only was Calgary the centre of a prosperous farming community, but as the region was settled the discovery of other natural resources increased the possibilities for industrial growth. In 1910 began the development of an extensive scheme for producing hydro-electric power. Oil was first discovered in the Calgary district in October, 1913. Natural gas replaced coal as fuel. The C.P.R. began the construction of irrigation works east of Calgary as early as 1904. The census taken in June, 1916, showed a population of 56,302.<sup>1</sup> At the same time Calgary began to play a leading role in western education.

Progress in educational matters marked the year 1894. By the fall term, Calgary's third school, the South Ward School, was ready for use. This first stone school, a two-roomed structure, may still be seen on the grounds of Haultain School. Like many of the larger schools built at a later date, it was constructed of native sandstone. The quarry used at that time was near the Elbow River south of the C.P.R. tracks. Another feature of 1894 was the introduction of teacher training in the city. A room above Jacques' jewelry store served for the instruction of the Normal students at that time. The Calgary High School broadened its base by the installation of a science laboratory. Chemistry and physics apparatus, in the hands of instructor and pupils, enlivened the routine of text book study.

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1. Calgary Municipal Manual, 1949, P. 74.

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rst High School



*CALGARY'S FIRST SCHOOL*

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*SOUTH WARD SCHOOL*





Evidence of growth was also seen in an enrolment of 368 for the month  
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 of November.

The turn of the century saw no cessation of the introduction of what were felt to be necessary innovations. New ideas in education expressed by such men as Friedrich Froebel in Germany and Herbert Spencer in England were beginning to find practical expression. The need to provide for individual differences in children, the value of utilizing children's interests to motivate learning, and the desirability of developing motor as well as intellectual expression were all helping to bring about changes in school curricula. In January, 1901, manual training became a part of the curriculum in Calgary. The money for the new venture came from the Macdonald Manual Training Fund. The donor, Sir William Macdonald, a Montreal philanthropist and tobacco magnate, was inspired by Dr. James Robertson, Commissioner of Agriculture in the Dominion government and father of the manual training movement in Canada. The local School Board supplied the accommodation and janitor service for three years while Sir William Macdonald provided teachers and equipment. The teachers were imported from England as trained men were lacking in Canada. H. M. Snell came to instruct in the Calgary Manual Training School (now the Haultain bungalow school). From 1904 on, the Calgary School Board, realizing the value of the work, met all the expense. Later, in 1909, the Board appointed T. B. Kidner, another of the teachers brought from England under the Macdonald scheme, as director of technical education for the city. These efforts were all for the boys, but, in





the fall of 1901, the women teachers introduced classes in domestic science to make education for young girls more practical.

Construction of the first large school, made of sandstone from the McArthur quarry north of the Bow River, began in 1903. The contract was awarded to Addison and Davey for the building of this new Central School which was to cost \$59,713<sup>3</sup>. Two years after the laying of the cornerstone, the school was opened on May 24, 1905. An assemblage of persons of note in the Territories attended the ceremony. Among those who spoke on this occasion were Premier Haultain, R. B. Bennett, the Calgary member of the Territorial Legislature, Mayor Emerson of Calgary, and the chairman of the School Board, R. J. Hutchings.

That familiar stone building still stands on Fourth Avenue between Centre Street and First Street West. Today, the contrast between this school and those built in recent years is very great. Presenting an appearance somewhat like a castle, its dim halls and steep stairways have echoed to the feet of succeeding generations of school children. Because of its convenient location in the centre of the city the old school has served for a variety of purposes and thus has played a special part in the development of the school system. From 1905 to 1911 the School Board Offices were located there. For one year, 1931-'32, it housed the sight-saving class. During the next six years the Central School was the home of the Commercial High School. Since 1938, James Short School, as it was renamed in honor of Calgary's first high school principal, has accommodated a special class for



pupils who are hard of hearing or have speech difficulties. The old school's usefulness, thus, continues to transcend its physical drawbacks and present unfashionable appearance.

During the period from 1900 to 1905, when the first large school was completed, the school population more than doubled. In the former year the enrolment was 739, whereas in the latter it was 1,571.<sup>4</sup> Accommodation was still inadequate and the Board provided for the building of two similar schools, Haultain and Alexandra, which were completed in 1906. It is not surprising that the same year the School Board decided that a Superintendent of Schools was needed to supervise and direct education in Calgary. To the small western city came Dr. A. M. Scott, a graduate of the University of Toronto, who had earned the degree of Doctor of Philosophy at Goettingen, Germany, in the field of science. Before coming to the West, Dr. Scott had lectured in the Universities of Toronto and New Brunswick. He now assumed the duties associated with the administration of some thirty grade school classes and three high school rooms. From his office in Central School and in his official visits Dr. Scott carried on his tasks indefatigably. In the classroom and on public occasions he was dignified but never dull. When the superintendent entered a classroom, the children sat a little straighter and answered at their readiest, not only out of respect for officialdom but with the hope of pleasing the man for whom they grew to have a personal liking.

In 1906, also, the Provincial Department of Education increased the facilities for teacher training in Calgary by building the

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4. Calgary School Board, Annual Report, 1949, P. 34.

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Normal School on Fourth Avenue between Sixth and Seventh Streets West. This building was a welcome addition to elementary school accommodation as the Board signed an agreement with the Department of Education for the use of eight classrooms which would serve for practice teaching purposes. The Provincial Government used the structure until 1922 when the Institute of Technology and Art was completed and ready to accommodate teachers in training. Thereupon the Calgary School Board purchased the old Normal School which today serves the double purpose of elementary school and School Board Offices. In renaming it McDougall School, the Board honored one of the well-known families of the pioneer West. It is a fitting monument to the Rev. George McDougall and his son John, Methodist missionaries who founded Protestant schools in the Territories as early as 1860.

During the years from 1895 to 1907, high school enrolment grew more slowly than did that in the elementary grades. The increase was only from 59 to <sup>5</sup>75. The obtaining of a high school education was not traditional, and work which did not require such training was plentiful. However, a change was coming. It appeared in the spring of 1907 that a larger number of students intended to continue their studies in the higher grades. The site for Central High School was obtained on Twelfth Avenue at Eighth Street West. Here the Board had a temporary frame building erected ready for the fall term. In the meantime, the contract for the building of an eight-roomed stone high school was awarded to McDonald Roy at \$68,600. Opened in September, 1908, with A. C. Newcombe, a graduate of McMaster University, as Principal, it





was to prove inadequate three years later and so additions and alterations had to be made. Indeed, the period of prosperity and unprecedented growth from 1910 to 1913 was to make it difficult to provide sufficient accommodation for the school population during the intervening years. The influx of immigrants following the introduction of the Dominion immigration schemes as well as the growth of the city resulting from industrial development naturally affected school enrolment.

The new high school building made possible pioneer activities in still another field. The Board introduced a commercial department in 1908, to meet the needs of those students who wanted a high school education before entering the business world. It was not until 1912 that the Department of Education recognized these courses by paying an annual grant for the operation of the room. E. M. B. Dykes, the head of this department at the Central High School, persevered in setting up and attaining standards during the preliminary years. So popular was this work that limited accommodation never did squeeze it out. In 1919 a move was made to the Blow Block on Eighth Avenue West. Seven years later the Commercial High School, as it was called, moved eastward to the Travellers' Building. A sojourn in the Central School commenced in 1932. Finally, in 1938, this important part of the high school was transplanted to the Western Canada buildings.

The geographical moves have not been the only changes experienced in this branch of studies during the years. Prior to World War 11 the school admitted students who had completed Grade VIII, and





taught them not only typewriting and shorthand, but business English, spelling, and penmanship. After 1938, students, having fulfilled the Grade 1X requirements, might enter the Composite High School<sup>7</sup>. Here they studied general courses in English, Social Studies, Physical Education, and Health. The business courses were classified as options. The Commercial High School with specialized functions had ceased to exist. It will be interesting to see whether this is the result of prosperity, or whether the Composite High School has evolved naturally from earlier forms of commercial and technical education.

The Commercial High School staff has not been recast so frequently nor so completely as has the setting. Mr. George Cromie, principal since 1922, is now vice-principal of the Composite School. Other members of long standing include Mr. C. Maberley and the Misses Miriam Smith, Helen Tait, and Isabel Breckon.

During these years of economic expansion the city of Calgary extended its boundaries to include outlying districts which had developed their own educational facilities. The latter were, as a result, brought into the Calgary system. Across the Bow River from Calgary and up a steep hill lay the village of Crescent Heights. With a scattered farming population as a nucleus, this community developed slowly, and Alberta had become a province before any pressing need for community services was felt. In 1907, the first school was opened in the little frame Baptist Church on the north-west corner of First Street and Eleventh Avenue. Here came as teacher of the sixteen pupils Miss Katherine Lowrie, newly graduated from the Calgary Normal School.

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7. See Chapter VII below.

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CRESCENT HEIGHTS SCHOOL 1909



Two years later, when the village Board had erected a four-roomed school on the property where Balmoral School stands today, Miss Lowrie continued her duties in the new building, of which W. T. Broad was the principal. This structure (now known in affectionate humor as "The White House"), having been set back in a corner to make way for a stone building, still accommodates four elementary grades. From the large eighteen-roomed school the pioneer teacher retired in 1948 with the remarkable record of a life-time spent in one school if not in one building.

One of the most interesting of the early educational ventures was the one-roomed school built at Nose Creek. In 1895 the half dozen families in the vicinity organized the school district. The small building which they erected was soon a recognized community centre. Non-denominational services held by Divinity students cared for the religious needs of the neighboring farmers. Taking advantage of the Dominion Manual Training Fund as early as 1902, this was the first rural school to provide instruction in woodworking. At the same time the district distinguished itself by paying higher salaries than did the adjacent city. Teachers were scarce and the city had attractions which the country lacked. Besides, the pupils had earned a reputation for being somewhat difficult to manage. Miss E. Maude Keen, who later became Mrs. Harold Riley the wife of one of Calgary's pioneer businessmen, was teacher at the school in 1904 for a few months prior to her marriage. Since its absorption into the Calgary district in 1911, a new two-roomed structure bears a less picturesque name -- the North Calgary School.

When the city extended its boundaries in 1911, the Crescent





Heights and Nose Creek Schools were the only actual buildings taken over by the Calgary School District. However, the city limits were now on Thirty-Seventh Street West, and some pupils of the West Calgary School District No. 209 became Calgary students.

As the city grew, the School Board accelerated its building program. The Trustees decided to have the former Crescent Heights School moved and to build Balmoral School on the same grounds. Other large schools built before the First World War included Riverside, Mount Royal, Hillhurst, Earl Grey, King George, King Edward, Stanley Jones, and Colonel Walker. These buildings marked an advance over the earlier ones toward the modern streamlined edifices. Rectangular sandstone structures, they have stood the test of time, and lent themselves readily to schemes for interior redecorating and remodelling. In some districts bungalow schools provided adequate accommodation.

In 1913, the School Board turned its attention to a problem which has not yet been solved satisfactorily -- that of the adolescent neither ready for a job nor suited to pursue an entirely academic program in the higher grades. Robert Massey, principal of Balmoral School, was interested in trying to find a solution. Beginning with a survey of students from Grades VI to VII, he discovered the pupils' plans for their future occupations. The questionnaire also revealed that in the grades covered 169 pupils had dropped out of school between June and  
8  
September, 1913. Of the 216 children attending Grades VI and VII in the latter month, only thirty-six intended going to high school. At the same time the economic boom had given way to a minor depression



and it was harder for young, inexperienced people to find work. The conclusion was that some system of intermediate education must be found in order to prolong school life, to assist those intending to engage in a trade, to modify the curriculum for those not intending to complete high school and yet to make it possible for them to change their minds later on, and to find a satisfactory place for the over-age student. The Prevocational School, already finding ardent adherents in the United States, seemed a promising avenue for research and experiment.

Mr. Massey, T. B. Kidner, Director of Technical Education in Calgary, Assistant Superintendent of Schools J. A. Smith, and Mr. S. Y. Taylor, Public School Trustee were selected by the Board as a committee to attend the Prevocational School Convention to be held in Michigan in October, 1913. They also visited Eastern Canadian and American centres for intermediate technical education. Having returned with a report which was satisfactory to the School Board, Mr. Massey was appointed director of the Calgary Prevocational School which was to open in January, 1914.

The School Board chose Victoria School on Twelfth Avenue between Third and Fourth Streets East as the location of the Prevocational School. In addition to the prescribed academic courses, instruction was given in household and manual arts, shorthand, typewriting, and printing. The Board bought a printing shop and engaged a part-time instructor in order to launch the initial program in its entirety. Much of the work done by the students was for their own school, and some for other Calgary schools. Repairs, partitions, and blackboard apparatus were made by the woodworking and metal classes.



At one time Ramsay School placed with them an order for a full set of window boxes. The annual report of the Prevocational School was regularly set, printed, and bound by the pupils themselves. In 1915, 141<sup>9</sup> children at the intermediate levels were enrolled in the school. This number compared favorably with the size of the group who had left the school system two years earlier. This type of intermediate education continued to be offered at Victoria School until 1930 when it was transferred to the Western Canada High School.

During the years between 1918 and 1934, the enrolment in the high school grades increased at a greater rate than did that in the public school. The latter mounted from 8,342 to 11,060, whereas the former went from 876 to 3,960<sup>10</sup>. Prosperous times had come to Canada with increased industry and trade during the war, and they carried over into the post-war period. More immigrants arrived from overseas to increase the working population. On the local scene, the development of the Turner Valley Oilfield gave a great impetus to industrial expansion. In 1922, the Imperial Oil Company began the construction of a large refinery in Calgary. People were anxious to prolong their children's education and could afford to do so. Consequently, although some fine brick public schools, such as Elbow Park and Bow View, were built during the twenties, School Board concern was directed more towards the provision of high school facilities. In 1922, Colonel Walker School, which had been loaned to the Provincial Government as a Technical Institute, became East Calgary High School.

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9. The Calgary Albertan, May 10, 1916.

10. Calgary School Board Annual Report, 1949, P. 34.

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Four years later the Board made a fortunate purchase which gave the city an excellent site for another large secondary school.

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In 1926, Western Canada College was for sale for \$36,000. with the stipulation that the property should continue to be used for educa-

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tional purposes. The College also held land at Shouldice, but as the Board could not possess property beyond the city limits this could not even be accepted as a gift. It was decided to place the outlying parcel of land in the hands of a trust company to be disposed of, and to accept the school buildings and premises at the figure quoted. Some delay was caused by the senior students petitioning the Old Boys' Association to make a further effort to maintain the original institution. However, the post-war costs of operating the private school resulted in a persistent failure to meet current expenses; and the sale was carried through. Subdivided, the eleven acres on Seventeenth Avenue would have fetched a much higher price, but the creation of the property into an educational trust in 1920 precluded this, as under the act the entire investment was set aside in perpetuity for educational purposes. The School Board in obtaining this valuable property had acquired a most desirable site for the technical high school facilities which were to blossom into Calgary's first Composite High School.

The School Board lost little time in expending the facilities of the new Western Canada High School. In September, 1929, three new units were ready for use. These comprised the East Wing containing

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11. See Chapter IV below.

12. Calgary Herald, May 29, 1926.

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twenty-one classrooms, the West Wing with Physical and Chemical Laboratories, and the Technical High School Shops and Power Plant. The school attracted students from all parts of the city and even from other parts of the province. The spirit and purpose of the institution can perhaps best be captured from Dr. Scott's words when he said, "The Technical High School is not a refuge for poor students, nor is it a trade school".<sup>13</sup> The superintendent went on to say that in combining practical with academic work the student learns the important relation between them. With a broader understanding of the meaning of industry, these young people would have an opportunity to develop into citizens having a knowledge of their work in life and a comprehension of its theoretical side as well.

Children on the North Hill needed a larger high school, too. From September, 1915, Balmoral School had served as a secondary school in the community. Even before the Board put its plans for the Western Canada High School into action, a fine building was rising on the site of the little church which had housed the first school on the hill. The opening of Crescent Heights High School, as it was named, took place on January 7, 1929. Its modified Collegiate-Gothic architecture not only made a pleasing appearance but gave the utmost in utility to the 840 students it was designed to accommodate. An auditorium which could be divided into two gymnasiums, shower baths, a full-sized stage, modern stage lighting, accoustic-celotex for the ceiling, 400 set-in steel lockers -- these were some of the features which made Crescent Heights High a satisfactory school to attend and



in which to instruct.

Although educationists were becoming more acutely aware of individual differences in children, classrooms were too large to permit much use to be made of the knowledge. However, in many schools there were a few subnormal pupils whose education created a special problem. The Calgary School Board chose the term immediately following the First World War to inaugurate what were known as special classes for pupils who were unable to keep the pace set by the average group. Mrs. S. E. Houston of Vancouver was in charge of the first of such classes in Calgary, in the Sereni Cottage School not far from Stanley Jones School. One year later, in 1919, Miss Jessie Errol became the teacher of the class. A special short course at Harvard University had given her an insight into the needs of such pupils. Not only was the curriculum adjusted to their abilities, but a variety of handwork was taught as well. Many boys and girls who have attended these classes have become self-supporting because of the special attention given to their individual problems. This was partly made possible by keeping the number in each room to a maximum of eighteen.

When the Stanley Jones district again required the Sereni Cottage School for regular classes, two schools, Mewata and Tuxedo, were devoted to the use of special classes for subnormal children. An extra class was also opened in Ramsay School to serve the south-east section of the city. There was, however, one objection to such institutions. They removed the pupils from the ordinary school environment and isolated them in a way to which the parents, not unnaturally, objected. To overcome this, Dr. Buchanan, successor to Dr. Scott, disbanded the classes which were held in separate buildings. They





were re-organized as a part of several of the larger schools in such a way as to make their service available at convenient points through the city. Today there are four Junior Special Classes as well as a Senior Boys' and a Senior Girls' group. One of the pioneer teachers in the field was Miss Evelyn Carson, who returned to the Elementary division in 1947 after some twenty years devoted to the work with sub-normal pupils. Other teachers who have brought their particular training and infinite patience to this type of teaching are Miss Helen Armstrong of King George School, Miss G. B. Palmer of the Ramsay School staff, and Mr. H. J. Roberts of Victoria School.

From 1931 to 1934 the public school population suffered a steady decline. During the depression some families left the city where work became scarce to eke out a living on the land. But even in those doldrums of the thirties when there was little growth of actual buildings, a steady advance was made towards a well-rounded educational system. One of the most interesting and worth-while projects undertaken by the Board at this time was the introduction of a sight-saving class. In the bungalow on Central School grounds a room was furnished and provision made for conserving the children's vision and aiding those retarded through poor eyesight. The pupils' special tools included cream drawing paper with green lines ruled three-quarters of an inch apart, thick soft-leaded pencils, sign-writers' pens and India ink, and white chalk an inch in diameter. All were taught to use the typewriter by the touch method. The text books were American publications using large type on rough paper. The room had cream walls with a soft grey trim and double Tontine blinds which admitted light without brilliance and excluded snow glare. All wooden surfaces had a



dull finish. A small darkened room was available for any child requiring a rest period during the day.

The first class of this kind in Canada was established in Halifax in 1919 for the children injured in the disastrous explosion. By 1929 there were some half dozen such classrooms throughout the country but still no special teacher training in the Dominion. Miss Elsie Leak, who had expressed an interest in the work, was asked by Dr. Scott to study the methods of the Vancouver class before taking over similar duties in Calgary. The ten children in her charge ranged from Grades One to Seven. To ensure normal all-round development the pupils took oral classes with their own grades in the large school. It was several years before the class found a permanent home. When the commercial classes moved from the Travellers' Building to Central School, the sight-saving class took up its abode at McDougall School. Crowded out by the School Board Offices, the small group finally went to Haultain School. Here, each year, from ten to sixteen handicapped children are enabled with special assistance to hold their own in the world of school.

In 1931, further interesting and valuable experiments were conducted by the Board. Realizing the importance of environment at school as well as at home and following the lead of Vienna in kindergarten work, the primary rooms at Upper Hillhurst and Rideau Schools underwent a metamorphosis. In order to bridge the sudden gap which starting school made for the six-year-olds, it was decided that the home must reach into the school. Equipment was made flexible so that the novice was no longer tied to his desk. Pastel colors for walls and the small furniture gave a cheerful post-nursery atmosphere. A wash



basin and individual towels made easy the continuous practice of habits of cleanliness not yet firmly established. Separate drawers helped little people to learn to be tidy and to respect each other's property. Miss Jean Greig and Miss Eleanor Glasford, in charge of the rooms, taught happy children to read and print through the familiar objects around them, including favorite toys which found their way to school.

Some of the highlights of these years added to the prestige of Calgary as an educational centre. In 1913 the Calgary team of High School Cadets, in open competition with their fellows from all over the British Empire, won the King's Cup at the Canadian National Exhibition at Toronto. The people of the prairies, Captain A. H. Ferguson, the boys' instructor, and the boys themselves shared in the signal honor. One of the events of 1914 was the production by high school students, under the direction of Mr. and Mrs. J. J. Baker, of a pageant of the French period of Canadian history. It was claimed that this was the first attempt of its kind in the West. There was further evidence in school musical activities that interest in the arts was keen. Miss K. Ramsey of Alexandra School had trained a choir for the provincial musical festival to be held in Edmonton in 1926. The problem of raising funds to defray travelling expenses was solved by the presentation of a play, "Why Peter Believed in Fairies", in the Paget Hall, under the direction of Miss Ramsey and other members of the school staff. Again, in 1929, through the efforts of the school it was made possible for children to have group piano lessons at a reasonable price. Throughout the depression this was a boon to music-loving students and to hard-pressed music





teachers, too.

By the middle thirties the scorpion depression had lost its sting. The period since 1893 had, in all, been marked by a steady progress in educational affairs of which the city could be justly proud. Although once more war was to follow close upon the heels of a depression, 1935 and the following years may be regarded as a turning point in the local field of education because of the great efforts put forth to adjust the school to the demands made upon it by an increasingly complex world.



## CHAPTER 111

### THE CALGARY SEPARATE SCHOOLS

The beginning of Separate School education in Calgary was not far behind the opening of the first public school. The circumstances attending the introduction of the Roman Catholic school system, however, reached out into the wider history of Western Canada with the thrill of adventure and heroism which is so often associated with pioneer times. On July 26, 1885, there stood on the wind-swept platform of the Calgary railway station a small group of sisters belonging to the Order of the Faithful Companions of Jesus. Assigned to missionary and teaching work in the Dominion just two years earlier, ten of these women had come from England with high hopes and a brisk determination to serve the new West.

A journey by ox-cart brought the sisters west from Winnipeg -- some to Prince Albert and the remainder to St. Laurent. For the group of women the usual difficulties of establishing a mission among savages were enhanced by the threat of rebellion, which flared into action on the banks of the Saskatchewan River in 1885. Finally, provided with a safe-conduct by General Middleton, the dauntless women, following the instructions of Bishop Grandin, proceeded to the safety afforded by Calgary, which at that time had no Roman Catholic school. Father Lacombe was one of a welcoming committee representing the various religious denominations of the small town. Mother Greene and the group of sisters in her charge lost no time in commencing the duties to which they had been assigned. With the exception of one brief interval, the excellent superior pursued her work in the foothill city until, in 1933, she died at the age of ninety-one. It is from her diary that we are able to reconstruct the early history of Roman



Catholic education in the Calgary district.

Members of the Oblates of Mary Immaculate, the Roman Catholic missionaries par excellence of the West, made way for the new Order by retiring from the log cabin, which they had built on the banks of the Elbow River, to a nearby stable. The log building was enlarged and ready for classes in September, 1885. This first day school, known as St. Mary's, consisted of some twenty pupils, among whom were several Métis who spoke neither French nor English.

At the same time work was commenced on building a convent so that pupils could have boarding accommodation. The original Sacred Heart Convent on Nineteenth Avenue and First Street West was consecrated by Bishop Grandin, the ~~Arch~~<sup>ST. ALBERT</sup> Bishop of the ~~North-West Territories~~, on October 3, 1885. Rapid growth necessitated expanding facilities so that in 1893 the cornerstone of a grey stone structure was laid. Ready for use the following year, it is still the scene of labors of the Order. In 1924, the wooden buildings were demolished to make way for an addition in stone. An average of sixty to seventy boarders is at the present time accommodated there.

Mother Greene established a tradition of high qualifications for the teaching sisters which has been well maintained. Although she was a well-educated woman when she arrived, she later took the examinations to meet the requirements of the Department of Education. Today several of the nuns hold college degrees. Of the thirty-five sisters in residence in September, 1950, twelve were teachers, eight in St. Mary's Girls' School and four at St. Anne's. In the course of their teaching the sisters have prepared pupils for university entrance. Their school of music was designed to comply with both Royal Academy and Toronto Conservatory regulations.





In 1885 steps were taken to incorporate the Separate School District of Calgary. The first of its kind in the Alberta Territory, it was known as the Lacombe Roman Catholic Separate School District No. 1, thus honoring the missionary who had done so much towards making the West safe for white habitation. The name Calgary was substituted for that of Lacombe in 1910 because there was some confusion with the town of the latter name. The sisters who had started the day school carried on the instruction after the district was established.

*J. W.*  
Mr. ~~W. F.~~ Costello, who had taught the Public School for the first few months in 1884, was a member of the first Catholic School Board and inspector of the school.

The Separate School experienced much the same financial difficulties as did the Public School at the same period. The low mill rate and rapidly growing population meant that expenses outstripped resources. By 1897 there were four teachers in the school. Although their salaries were meagre, no money remained for the heating, equipment, and rent for the buildings which were the property of the teaching Order. The secretary-treasurer of the School Board received five dollars a month for discharging his duties.

With a school population of 120 in 1901, still more teachers  
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were needed. In 1907 it was decided to organize a boys' school to relieve the congestion in St. Mary's School, whose enrolment had risen  
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to 175. The old St. Mary's Hall which is now the Canadian National Railway Station was used for this purpose. The original idea was to

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1. R. A. Cannon, Superintendent Separate Schools, Calgary, 1950.
  2. Calgary Municipal Manual, 1949, P. 67.
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provide a Catholic education for boys from points outside the city as well as for the children of Calgary residents. This was accomplished in 1918 when Bishop McNally inaugurated St. Mary's College. The buildings west of the rectory of St. Mary's Cathedral were remodelled for classrooms and living quarters, and boys at the high school level were admitted. Fathers Cameron, Carew, and McAdam were in charge of instruction. Damaged by fire in 1921, part of the building had to be abandoned. The school utilized the rear of the rectory building for a time. The Calgary Separate School Board then took over the boys' school which they named St. Mary's Boys' School.

The present St. Mary's Girls' School on Nineteenth Avenue and Second Street West was built in 1909. It was not long before it was necessary to build schools in other sections of the city, too. The first of these was St. Anne's School in East Calgary built in 1912. St. Joseph's, Sacred Heart, St. John's, and St. Angela's were built within the next four years to serve the west end and the various parts of the north hill. St. Mary's Girls' School still accommodated the elementary pupils of the Cathedral Parish as well as all of the girls, and when necessary the boys, of the high school division. Later, when the senior boys had a school of their own, it was possible to expand facilities for the older girls. In 1930, the School Board made use of space in the second floor corridor of the Girls' School for a library. A partition in the Assembly Hall permitted the introduction of commercial subjects and yet left ample room for classes in Physical Training, Music, and Dramatics.

St. Mary's Boys' School on Eighteenth Avenue and Second Street West, built in 1927, accommodated boys in the intermediate and high



school grades. In 1933 the members of the clergy on the staff were replaced by six members of the Basilian Fathers of Toronto. Mr. J. English who joined the teaching body in 1922 is at present the only lay member on a staff of nine. The school has been very proud of the record of its graduates, some of whom have entered the priesthood, others the various professions. An Honor Roll of those who served in World War 11 bears <sup>3</sup> 474 names.

The building of additional schools paralleled the periods of growth of the city. In 1919, Holy Angels' School was built on Twentieth Avenue and Five A Street West. In this school and the Sacred Heart, the Ursuline Sisters of the Calgary convent shared the task of teaching with the lay members of the staff. At the same time a new, modern building, St. Joseph's, replaced the school which had been conducted in the basement of the church of that name. After World War 11 the Separate School Board was anxious to provide educational services in outlying districts so that the smaller children would be spared a long journey to school. To this end they purchased two cottage schools from the Public School Board in the Glengarry and Manchester districts. These they renamed Holy Name and St. Anthony's, respectively. Two other educational institutions, St. Peter's in the north-west section of the city and St. Paul's in the north-east, were ready for use in the fall of 1950. These two structures and that of St. Joseph's embodied many of those features which today make school surroundings healthful and pleasant.





The twelve Separate Schools comprise seventy classrooms which<sup>4</sup> house a population of almost 2,000 students. Continued growth is anticipated in plans for the erection of still another school, this one to be in the Knob Hill district of South-West Calgary. Mr. R. A. Cannon, the present superintendent of the Separate Schools, has expressed the policy of the Board in these words, "The Board will continue to adhere to the ideal of providing the best possible school premises, the most modern equipment, and the most experienced and highly-trained staff in keeping with the finances available"<sup>5</sup>. However, with a small school population scattered throughout a large city, the cost of actual buildings has been disproportionately high.

Separate School enrolment is now approximately one-seventh that of the city Public Schools, and the tax receipts are in proportion. Now, education is like insurance in one respect; more benefits accrue when the costs are spread over a larger number of people. A single school system would, in this way, benefit both groups, the smaller and the larger. Nor is this idea as chimerical as it may at first appear. Not only have very cordial relations existed between the two School Boards, but they have arrived at satisfactory working arrangements when the need arose. The Roman Catholic Board, lacking facilities for technical education for its students, has made monetary provision for their attendance at the Western Canada Composite High School. Again, where small children could be spared a long journey to school by making reciprocal arrangements, this has been done.

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4. Calgary Separate School Board Records, September, 1950.

5. Cannon, R. A., Superintendent of Separate Schools, Nov., 1950.

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Since 1909 the Public School Board has shared the services of its Truant Officer with the Separate School Board. Also, the Provincial Government, in framing the School Act, made possible the erection of school districts which would serve both religious groups.

When the Province of Alberta was formed in 1905, the altercation concerning the educational system, which nearly succeeded in splitting the Dominion Liberal Party, was settled by a compromise. Because of this the Separate School System, provided for in the Alberta School Act, was not as distinct as the name implied. Roman Catholic Schools operate under the directions of the Provincial Department of Education. They use the same text books and follow the same courses of studies as other schools. It is true that they have the right to teach the Catholic religion to the children enrolled in their institutions. But the right to provide for regular daily religious instruction is embodied in the Alberta School Act and applies

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to all schools. Moreover, such teaching is restricted to a period at the end of the school day. A single school system could care for such special instruction, even along denominational lines. There would probably always be individuals who would prefer to be excused from such classes, but the Act makes provision for them in Section 158. Supervised study periods could well occupy the time of those pupils who did not wish to take part. The difficulties illicit in such a plan need not be insurmountable. Roman Catholics may feel, not entirely without reason, that the underlying philosophy of education falls short of what they regard as the ideal. An improvement



in this respect could very well be one of their contributions to a single system. Here is an opportunity awaiting citizens and educationists in the city to be pioneers in a movement towards a national educational system.

A limited purse has affected Separate School education in several ways. It was not until September, 1938, that courses in Household Economics and Industrial Arts were introduced into the system. At that time a centre was opened in the Holy Angels' School. Classes from the different schools were scheduled to use the manual arts facilities at regular times. Mrs. Mary Mooney, in charge of the girls' work since its inception, is at present enjoying a year's leave of absence in Edmonton with her father, Lieutenant-Governor Bowlen. Mr. T. E. Barry was the first instructor in the shop work. When he left to follow a business career, his brother Walter Barry succeeded him. Students and parents alike expressed enthusiasm for the innovation. At present there are tentative plans for opening an additional Manual Arts centre in the near future.

Nearly a decade passed before the next two new features were added to the Separate School educational system. It was not until the fall term of 1946 that the School Board instituted a supervisor of schools apart from the office of superintendent. John V. Van Tighem, a native of Strathmore, Alberta, was appointed to the position.. He had completed undergraduate studies in Arts and Education at the Universities of Manitoba and Alberta. Previously, Mr. Van Tighem taught in Alberta schools and at Loyola College, Montana. The following year, 1947, the Board created a special department of music and drama. They placed in charge of it Miss Isabelle Kennedy, who was a graduate of the Calgary Normal School and a student of modern techniques at the Bremner School of Music in Vancouver, B. C.





The office of superintendent of the Calgary Separate Schools was created in 1912. Since then the position has been subject to evolutionary changes. First to be appointed was Dr. MacDonald, a priest at St. Mary's Cathedral, whose achievements were in the scholastic field as well as that of religion. In 1913, John F. Kinahan came to Calgary to take up the reins. A high school teacher from Ontario, he had the advantage of recent experience with teaching problems and contact with children in classroom situations. Mr. Kinahan was sincerely regretted when he died at Kamloops, B. C. at the end of the summer holidays in 1940. His successor, R. A. Cannon, was neither priest nor teacher. A graduate of Osgoode Hall, Ontario, Mr. Cannon, after abandoning his private law practice, came west to Edmonton as an employee of the Dominion Department of Labor. He assumed his present duties, which include those of secretary-treasurer of the Separate School Board, in the fall of 1940. The conception of the superintendent as a business manager is quite often found in large school systems. It is perhaps explained in the instance of this comparatively small system as a means of achieving economy by combining two offices.

How have School Board policies and the smaller unit affected the teaching staff of the Separate Schools? It has already been noted that the teaching Orders of the Roman Catholic Church have played an important part as employees of the Board. Among Catholic teachers, as is the case with skilled artisans in Canada, there has been the practice of keeping aloof from the general professional organization. In January, 1914, the Calgary Catholic Teachers' Association was formed with George J. Connolly as president. Even the strength gained



through organization was insufficient to raise Separate School teachers' salaries to the level of those in the Public Schools. When the Provincial legislature passed an Act in 1936 granting Alberta teachers professional status and making membership in the Provincial Alberta Teachers' Alliance compulsory, the situation remained the same. There were possibly two reasons for this apart from the amount of the available budget. Lay teachers could always be replaced by members of the teaching Orders if undue pressure for higher salaries were exerted. Also, the Separate School teachers continued to have their own local group in the larger teachers' organization, and still subscribed to the philosophy which has created a chasm between Catholic and Protestant ideas in the trades union movement throughout Canada.

The Calgary Separate School Board consists of five members. Fred Kenny was the chairman in 1950, and A. T. Kloepfer the vice-chairman. Mrs. A. N. MacDonald, James Rooney, and Thomas Sutcliffe were the trustees. As has already been mentioned harmonious relations have existed between this group and the members of the Public School Board. The two Boards have either initiated or given their support to the co-operative action which has been achieved so far. The teachers employed by the Boards have made it a practice to join in the annual local Teachers' Convention. In regard to the student body, in the senior high school division interschool competition in various sports has been a feature. Otherwise there has been a complete isolation of the students with respect to school life. Expediency has brought about joint participation in limited phases; existing good feeling gives hope of closer relations in the future.



## CHAPTER 1V

### THE PRIVATE SCHOOLS

The development of private schools in Calgary has tended to be sporadic and limited to small institutions. The reasons for this may be found more in the characteristics of the community than in the schools themselves, which have had a definite place in the general educational scheme. Like the Public and Separate Schools, those of a private nature had their beginnings in the early history of the city.

As early as 1889 there was a popular demand from members of the Anglican Church for a Girls' High School. Among the pioneer families was a considerable element of those accustomed in the Old Country both to the segregation of the sexes for purposes of education and to the influence of the church being extended into what was felt to be a closely related sphere of cultural life. As a result of two public meetings, a Board of Management for such a school was constituted with the Right Rev. Cyprian Pinkham, first Anglican Bishop of Calgary, as president. Arrangements were made to use the Parish Hall of the Pro-Cathedral Anglican Church as temporary quarters. The Board of Management engaged Miss M. Crawford as principal of the school, which opened in May, 1890. Thus began the first Protestant Girls' School in the Territories. Lack of capital caused the school to close its doors after a brief existence of less than two years. However, it was soon to appear that the idea had not met the same fate as had its first tangible realization.

In 1905 a Girls' Boarding and Day School, erected on a site bought by Bishop Pinkham in 1888, was opened by Mrs. Gerrie Smith. As principal she signed a three-year contract to operate the school.





Mrs. Gerrie Smith and her daughter had come to Calgary from Toronto with the object of instituting a resident school for Protestant girls as, in 1904, no such school existed in Alberta. Mrs. Smith conducted "The Bow Valley School" in a rented building, but as property sold readily, moves were frequent. The opportunity to rent the Girls' Boarding and Day School under the patronage of the Church of England came as the fulfilment of a dream. The school was soon making rapid strides with the original building requiring extension. The ancient convent at Whitby, England, inspired Dean Paget of the Pro-Cathedral Church to name the girls' school "St. Hilda's College".

Some intimate glimpses of life at the school also reveal interesting phases of local life in the early days. The buildings, situated on Twelfth Avenue near Eighth Street West, were on the outskirts of the city. Indians, encamped where the residential district of Mount Royal is today, could be seen across the intervening open prairie. The school bus spent many a half hour sunk in the mud of the unpaved streets. The students, instructed by English schoolmistresses, played field hockey as well as the American baseball and basketball.

During the heyday of the school a large attendance facilitated the provision of a diversified and specialized program as well as the prescribed course of studies. In 1906 Mrs. Glen Broder, for many years prominent in Calgary musical circles, joined the staff of the school. The school celebrated the opening of its new gymnasium that year by the presentation of an operetta "The Moon Queen". In 1908 Miss Laura Shibley became the new principal. Two years later the enrolment was nearly eighty, thirty of the girls being



boarding students. In the fall of 1911, twenty music pupils were successful in their examinations, one receiving the degree, Licentiate of the Associate Board of the Royal College and School of Music, London, at that time a rare distinction in Western Canada. The full matriculation for entrance to McGill University was completed by one senior pupil in June, 1912.

Physical improvements in the school were keeping pace creditably with scholastic growth. The grounds were improved, heating and plumbing installed in the building, the ventilation renovated, and fire escapes added. In 1914, along with many other Calgary residents, the school's occupants were able to enjoy the boon of heating with natural gas.

In 1916, two years after the war had started, the situation had changed drastically for St. Hilda's College. Less than forty girls were registered, and only ten of these were resident students. As the two similar schools for boys in the city were suffering a like diminution of numbers, the reasons for the change are all the more worth investigating. To base the explanation solely on the effects of war conditions appears to be an over-simplification. Private expenditures are not so subject to war-time revision as are those involving public monies. Again, the depression which preceded the war was over before the extreme decrease in enrolment occurred. Other factors seem to throw more light on this phase of the educational scene. The families of the generation which had felt the private school to be an urgent need had, for the most part, grown up. Laurier's immigration policy had brought to the West a large middle-income group. They could neither afford nor did they want private



schools. Besides, co-educational institutions were coming to be appreciated as providing a natural association of boys and girls. An increase in the variety of religious sects contributed to the trend toward non-denominational schools. The public schools were a part of the democratic way of life which was dominant in the West. Finally, the public institutions had improved, and the people had faith in them.

St. Hilda's College struggled on, but the difficulties increased. The frame building was getting old and in need of repair. The once new gymnasium floor slivered easily, and when the rain was heavy pans were set nicely under the weak spots in the roof. Some public-spirited citizens and parents associated with the school came to the rescue, but re-organization was necessary to ensure stability. Incorporated under the Societies Act of Alberta in June, 1924, the college became a non-denominational private institution, St. Hilda's School for Girls. J. E. A. MacLeod, K. C., was chosen chairman of the Board of Governors, a position which he retained until the school finally closed its doors in 1949.

The new arrangements made it possible to operate the school successfully for another quarter of a century. Indeed, a new building costing \$28,000. was erected in 1928 on Eleventh Avenue West across the lane from the original structure, which, however, was not  
 1 abandoned. The school weathered the depression of the thirties and the Second World War. But the early post-war period again witnessed a declining enrolment. This, together with a change in school policy

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1. The Calgary Herald, June 18, 1949.

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imposed by the Provincial Department of Education, proved to be the death-knell of the school. Fundamental modifications in secondary school requirements in 1935 had resulted in the discontinuance of Departmental examinations for Grades X and XI. St. Hilda's School, which had hitherto drawn its staff from teachers who had trained elsewhere and had not obtained Alberta teaching certificates, now found that all its teachers must possess provincial qualifications. Inability to compete with Provincial School Boards in the matter of salaries was the final stumbling block. The school closed in June, 1949.

The question which arose here, however, should not be lightly dismissed. The issue of the competence of the teachers was never raised. In fact, Provincial inspectors visited St. Hilda's School for Girls regularly. Miss Beatrice Shand, headmistress of the school for the last twelve years of operations, and her assistants gave a yearly account of their work in this way. It was rather the "closed shop" principle which has come to be widely accepted in many fields of work. In the case of the teaching profession, should this policy of job protection be considered as a survival of medieval parochialism hampering the diffusion of educational talents? Or would the recognition of teaching qualifications obtained outside the province create a form of competition which would depress salaries and work a hardship upon those who have spent their lives in such service in the province? Although this is a matter which comes under provincial jurisdiction, the personnel of an educational unit the size of Calgary might well contribute to the crystallization of public opinion on the question.

Western Canada College, the first private school for boys in



Calgary, opened in 1903. Entirely undenominational, it was still designed to afford for youths something more than the secular education of the Public and High Schools. The moving spirit was the Rev. J. C. Herdman, minister of Knox Presbyterian Church at that time. But the founder was Dr. A. O. MacRae, Ph. D., also a Presbyterian minister, whom Dr. Herdman induced to come to the city for the very purpose of organizing such a school. Dr. MacRae and his staff planned a curriculum based on a sound general education with emphasis placed on the spiritual and ethical. Following the tradition of Upper Canada College and the English Public Schools, the institution also prepared boys for university entrance.

The school was never intended to be a business venture, but local citizens who provided financial backing naturally expected that the institution would pay its way. Turner Bone, William Pearce, George Hope Johnstone, as well as a number of other business and professional men were interested enough to give substantial support. The C. P. R. Company donated twenty acres of land between the present site of Western Canada High School and Fifth Street West. Although this real estate was to be used for school purposes only, the lots along the eastern boundary of the property were sold during the building boom which began in 1910, and the proceeds were used towards the upkeep of the school.

Fifty boys, some day scholars, some boarders, had soon enrolled in the school. Their three instructors included The Principal, Dr. A. O. MacRae, a graduate of Dalhousie University, Nova Scotia, who also held a post-graduate degree from Leipzig, Germany. The pupils of Western Canada College donned no uniform; but the blue col-



lege cap with the rising sun crest and the motto "Luciat Lunam" became a familiar sight in the city.

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At its height the school boasted an enrolment of 125 boys. For them three buildings were constructed in all. The old brick schoolhouse is today the library of Western Canada High School. A gymnasium of more modest proportions was erected where the modern one stands. A three-storey barn-like dormitory occupied the present site of the East Wing.

That the school fulfilled the function for which it was created cannot be questioned when the record of achievement of former students is scanned. Four hundred of the Old Boys enlisted in the First World War. No school of its type in Canada had a greater if as great a record of man-power contribution. Three air pilots, ex-students, Donald McLaren, Alfred Carter, and Harold Carson, later founded and still carry on the institution known as Air Cadets which gives preparatory training in aviation to boys in the city. Former students have gained prominence in business and professional circles in the West. Instructors who taught in the school have also distinguished themselves in their later careers. Dr. Ramsay Armitage became principal of Wycliffe College in Toronto. The Vancouver School Board has appointed H. N. MacCorkindale, M. A., as Superintendent of Schools. W. A. Patterson, M. A., has filled a prominent place in the newspaper world as an executive officer of the Daily Times of Victoria. The old students have invariably given high praise to the school and to Dr. MacRae, whose

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2. McNeill, H. A. Leishman, Western Canada Old Boy.

3. MacRae, Dr. A. O., Notes.

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strong personality and fine principles pervaded their educational atmosphere.

But there came a time when disturbances were in the air. Enrollment declined during the war years, and costs of operation climbed. An educational trust was created in 1920, and the agreement reiterated that the property was destined in perpetuity for educational purposes. The reorganization had hardly become effective before other blows fell. In 1923 Dr. MacRae resigned to take charge of the University School in Victoria, B. C. His successor, T. J. Williams, was an Old Boy of Western Canada College and a graduate of Toronto University. The school was still well-staffed, but the withdrawal of a strong influence was felt. Finally, a fraudulent secretary-treasurer left the school without funds for current expenses. A valiant effort on the part of students and Old Boys to save the institution failed, and in 1926, the Calgary School Board bought the land and buildings for a price which covered the school's indebtedness. The agreement of sale included provision for the erection of a memorial to the ex-students who gave their lives in World War 1. The stone cairn stands in the central foreground of the Western Canada High School grounds. Changes in population and the growth of the Public School system were undoubtedly contributory factors in the death of Western Canada College, as in the disappearance of other private schools.

Another attempt to establish a private school for boys in Calgary, stemming from somewhat different motives, was even more short-lived than Western Canada College. The organizing force in this case came from the Anglican Church. As the population of Alberta was increasing rapidly, it was felt that Church people should be encouraged



to have spiritual ambition for their sons. At the same time, by making it easier for young men to enter the ministry, the Church in the West would become self-reliant. Mr. E. H. Riley, local real estate man and a member of the Provincial Legislature, donated the site for the Anglican College in 1908, and promised a sum of money when the building was started. He also stipulated that the name Bishop Pinkham College should be used in honor of Calgary's first Anglican Bishop.

The school, which would prepare boys for university entrance, was organized with the Bishop as Ex-officio Warden and the Rev. Canon d'Easum of St. Barnabas' Church as Sub-Warden. A council consisting of a number of prominent Anglicans was appointed. It was decided to launch the divinity students into their work without waiting for the erection of the college building. A syllabus was prepared, and lectures began on October 18, 1908, in a room in the Sub-Warden's house. Canon d'Easum and other Anglican divines gave their services and also conducted a correspondence course for boys outside the city who would enter the school when it was ready. Unfortunately the Rector of St. Barnabas left Calgary a year later. His leadership in the venture was sadly missed.

However, the autumn of 1910 saw the beginning of building operations at Eighth Avenue and Thirteenth Street North-West. The cornerstone was laid by Bishop Pinkham on May 31, 1911. In the following September the day school department opened under the principalship of the Rev. A. P. Hayes, B. A. Forty-one pupils registered the first  
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year. Dormitory accommodation was ready the following year. For a



time applications for admissions came in thick and fast so that they had to be set aside until the available room was increased. The Annual Report of the Board of Governors for 1913 said of the College, "Its loftiest ideals are being worked out, and we are sure it is worthy of taking rank among the leading schools of this kind in England and Eastern Canada".

Indeed, the College made great progress from 1912 to 1914. Cambridge University granted the Principal's request that Bishop Pinkham College should be the centre for the local examinations of the English University. This was regarded as an important step as this affiliation gave added prestige to the boys' school. The first Cambridge examination was held in December, 1913. As a result three boys gained Junior Certificates and three others Preliminary ones. In order that the physical education of the boys should receive its proper emphasis, a gymnasium was built in 1914. Adequate equipment was provided for this through the further generosity of Mr. E. H. Riley.

On the crest of the wave of progress came the war. The Bishop Pinkham College Cadet Corps was gazetted, and instruction in military drill was soon under way. There is evidence that this new activity interfered very little with scholastic achievement. Some students were now preparing for the Matriculation examinations of Canadian universities. Some succeeded in fulfilling the entrance requirements of McGill University, and others were making similar preparations to enter the University of Alberta. By 1916 the enrolment had dropped to the point where the College was forced to close. Every student of age and medically fit answered the call to arms as a volunteer. There seems little doubt that the prolonged course of the war was an important





factor in the dissolution of Bishop Pinkham College. The fine brick building in Hillhurst which once housed the Anglican College has since been taken over by the Salvation Army and adapted to their needs as the Grace Maternity Hospital.

A co-educational institution, which also had its beginning prior to World War 1, followed a different pattern to those previously described and, partly for that reason, is alive and thriving today. Mount Royal College was first an idea in the mind of the Rev. George W. Kerby, minister of the Central Methodist (now Central United) Church. He saw the need for a residential school for young men and women in Western Canada. The support of public-minded citizens was considerably strengthened in the case of Mount Royal College by the co-operation of the Alberta Conference and the General Council of the Methodist Church in Canada. Incorporated by the Alberta Legislature in December, 1910, the College opened with Dr. Kerby as its first principal. Instruction in public and high school subjects, commercial courses, household science, music, elocution, and fine arts were included in its program. An L-shaped building in brick was erected on the corner of Eleventh Street and Seventh Avenue West to accommodate both classrooms and dormitories.

The regularity of financial contributions by the religious organization is of interest here as it may be compared to the annual grant with which the provincial government supplements local school taxes. The Methodist Church Council contributed substantial sums on a yearly basis from the time of the founding of the College until 1936, when the progressive effects of the depression made this impossible. For the next fourteen years no such assistance was available. In 1950,



a token grant of \$150.<sup>5</sup> was received for the year 1949. By the time, however, that such outside support ceased the College had not only been established on a firm foundation, but had made important adjustments to meet changes in the educational requirements of the community.

A momentous year in the history of the College was 1930, the year it was granted affiliation as a junior college by the University of Alberta. This enabled the institution to offer courses in the first two years of university work. The success of this widening of function was almost a foregone conclusion. The University of Calgary,<sup>6</sup> it is true, had met an untimely end, but not because there was lacking a demand for higher education in a southern Alberta centre. After the Junior College had proved itself, indeed, the public school grades and domestic science were discontinued so that the academic work at University level might be expanded.

Enrolment statistics suggest that these changes were by no means fortuitous. At no time did the number of pupils registered in Grades 1 to VIII justify the use of more than one room for their accommodation. This meant that elementary school work at Mount Royal College had similar drawbacks to those of a one-roomed rural school. On the other hand average enrolment in Grades X to XII in the past two years, which are also representative figures for previous sessions, told a different story.

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5. Collett, W. J., Vice-Principal Mount Royal College, 1950.

6. See Chapter V below.

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<u>Grade</u>	<u>Average Enrolment 1949 and 1950</u>
X	50
XI	40
XII	92
Bridge (Grade XII and University)	9
Petroleum Engineering	31
Arts and Science	30

The past decade has brought changes to the College, not of a fundamental nature but rather an expansion of the Junior College. When service men returned after World War II, enrolment in the Junior College increased to such an extent it was necessary to provide extra accommodation which was accomplished by purchasing six army huts. These were equipped as classrooms and laboratories. Following a demand for greater specialization in the engineering department, two years of work in Petroleum Engineering were added to the courses offered. Affiliation with the University of Oklahoma made possible the giving of standard credits for this work. Fine Art courses were discontinued in 1946 in order to offer subjects which were in greater demand. Two years later, an Evening College, consisting of courses in adult education, was inaugurated. These changes have been carried out under the leadership of the Rev. Dr. John H. Garden who succeeded Dr. Kerby as principal in 1942. The new principal was the first student to be registered at Mount Royal College. Until Dr. Kerby's death in 1944, the latter was Principal Emeritus of the institution.

The use of army huts was not intended as a permanent solution





to the housing problem of the College. After Dr. Kerby's death, the Board of Governors decided that a new modern college building would be a suitable memorial to the lives and work of the former principal and his wife. Viscount Bennett, visiting Calgary for the last time, gave the first and largest single donation to the Kerby Memorial Building Fund. The amount was equalled by the joint contributions of the Board of Governors. During the winter of 1944 and 1945, the fund was augmented by additional sums given by the general public. Two years ago, 1949, the structure was completed at a total cost of \$262,000.<sup>8</sup> The additional accommodation included seven classrooms, three laboratories, and two rooms for instruction in commercial subjects as well as a library and a gymnasium. The official opening and dedication took place on June 12 of that year.

The Board of Governors of the College held their annual meeting for 1950 on November 24. At that time the building fund lacked \$37,350. which the governors decided to solicit through subscriptions<sup>9</sup> so that they might liquidate the debt within three years. They also laid plans at the meeting to inaugurate a summer session in 1951. Students lacking senior matriculation standing will thereby be enabled to make up their deficiencies and proceed with higher education without delay.

The future of the Junior College would appear to be secure. Having adapted itself to the educational needs of an expanding community, Mount Royal College has broadened its foundations substanti-

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8. Mount Royal College Records, 1949.

9. Calgary Herald, November 27, 1950.



ally. The presence of the Calgary Branch of the Faculty of Education has not affected the College because the former is a specialized department of University work and the two currents do not cross or mingle. Indeed, they have not been allowed to do so, for registration in Arts courses at the Faculty of Education has been limited to those seeking a degree in that faculty. If other branches of university work develop beside that of teacher training, the picture may be altered. One question suggests itself: has the presence of a private junior college militated against the extension of the University of Alberta in Calgary?

The years following World War 1 saw the development of other private schools in Calgary. In many ways they presented a sharp contrast to their predecessors. The Montessori School of Progressive Education, founded by Mr. and Mrs. William S. Potts, was the first of the new ventures. Mr. and Mrs. Potts, who were graduates of the Durham Teacher Training Centre in England, came to Calgary in 1911. They prepared for a scholastic career in the province by taking the one month Normal School course offered to British teachers. Although they both spent some time teaching in public schools in and near Calgary, they cherished the idea of introducing the Montessori method of education in the city. Imbued with these educational doctrines during the course of their studies at Durham College, Mr. and Mrs. Potts nevertheless gave themselves time to acquire an understanding of Canadian conditions before embarking upon the venture.

In 1919 Mr. and Mrs. Potts opened their school for day pupils and boarders in its present building at 3236 - 7 Street, West, Calgary. At first instruction was given to thirty-six pupils ranging from



Grades 1 to VI. Additions and improvements to the building made it possible to increase the enrolment and extend the grades taught to Grade IX, then later to Grade XII. Since Mr. Potts' death from heart trouble in 1947, the senior high school work has been discontinued. After the school had expanded, the enrolment remained fairly constant. Seventy pupils constituted the yearly average which increased to ninety in 1950.

The methods used accounted to a large extent for the success of the school. According to the Montessori tradition, physical apparatus is used so that the children help to teach themselves. Small classes have made possible the individual attention which is an essential part of the method. The belief that every child is gifted in some way is one of the tenets of the followers of the system. When the assigned task is completed, the child expends his energy on his chosen hobby. The proponents of the method claim that behaviour problems are virtually eliminated in this way.

From the beginning the heads of the school made their position secure in relation to the educational regulations of the province. Mr. and Mrs. Potts employed only teachers with Alberta certificates, with the exception of instructors in charge of special departments such as music and dancing. The inspector for the Calgary Rural School Division has visited the school regularly and given satisfactory reports on its work. At present six teachers conduct classes in the school. Mrs. Potts devotes her own time to work in the first three grades.

Although the private school has appeared to have but a tenuous position in the local educational field, Mrs. Potts has found here a satisfying scope for the application of her training and experience





in a special type of teaching. Nor has she confined her activities entirely to Calgary. In 1923, the Montessori Internationale Association appointed Mrs. Margaret Potts as its Western Canadian representative. Since that time she has trained more than one hundred fully qualified teachers in the methods of the school, especially those relating to the teaching of reading. The directress of the Calgary school has also taught at the British Columbia and New York summer schools for teachers. In 1935-1936, Mrs. Potts spent six months in London, England, lecturing to teachers from fifty-seven countries who were taking the course offered by the Montessori Internationale.

From where has the Calgary Montessori School drawn its pupils? Parents whose work has taken them away from the city for an extended period of time have felt that the school provided an answer to their particular educational problems. The same might be said of children for whom physical disabilities have made participation in the life of large public school units difficult or frustrating. Some families have felt that such a school offers wider opportunities to the specially gifted child. A measure of constancy in the size of enrolment would indicate that the demand for this type of private school is fairly stable.

The Montessori School was a co-educational school founded upon a special pattern. By 1927, this and two of the private schools which were established at an earlier date were still in existence -- Mount Royal College and St. Hilda's School for Girls. The two boys' schools had fallen by the way. However, before the depression of the thirties, another English couple attempted to establish a private school for boys.



Mr. and Mrs. C. Taylor came to Calgary in 1928 to open a private school for boys. Mrs. W. Sellar advised the couple that there was some demand for a boys' school in the prairie city. Mrs. Iris Taylor had received her training at Cheltenham Ladies' College, England, which gave a three-year normal school course. In the basement of the Public Library on Twelfth Avenue and Second Street West, she taught the six little boys who first attended the school which she and her husband opened in Calgary. Following the English tradition, the boys wore a uniform. This consisted of a tweed suit and a blue and white cap and tie. Although the school grew slowly and changed directors several times, the name Strathcona School for Boys and the original uniform have continued to be used.

In the fall of 1928 the school had twenty-six pupils so the Taylors looked around for more commodious quarters. These they found at 2215 Hope Street. From then on they included a few boarders among their students. Miss Marion Robb, M. A., Dalhousie University, had just completed an eight months course in normal school training in Calgary when she met the Taylors through a mutual friend. They engaged her as an instructor to replace Mr. Taylor, who was not a qualified teacher. The latter then devoted himself to the organization of and instruction in sports which have continued to play an important part in the school's program. However, the modest success of their project did not satisfy the directors of the school, and they decided to return to England.

The Taylors sold their interest in the school, which in 1931 numbered twenty-eight pupils, to Major M. A. Ellison, M. C. The latter had attended Malvern Public School in England when he was a



boy, and since the war had been on the staff of Shawinigan Lake School for Boys in Eastern Canada. He moved the Strathcona School to a house at 740 Fifteenth Avenue West, which he rented from Dr. D. S. Macnab, who from then on took a kindly interest in the boys' school. Major Ellison undertook the operation of the institution as a business venture, but he was not a trained teacher himself. The first Alberta-trained teacher whom he engaged was Mrs. E. A. Dunn, a graduate of London University. Mrs. Dunn accepted the position in 1932 and in 1950 was still a member of the staff. From 1932 until 1938, during the depression, the school virtually stood still, but it managed to continue in existence.

More prosperous times brought an increase in enrolment. Three schoolrooms were necessary to accommodate the boys, and more dormitory space for the twenty-two boarders. Major Ellison bought the property at 1232 Riverdale Avenue which not only had a larger building but also grounds covering twelve city lots. Adjacent vacant fields added to the possibilities for sports. Mr. (now Dr.) Cooper Johnson, son of a doctor employed at that time by the Calgary School Board, joined the staff of the Strathcona School, which appeared really to thrive for the first time.

Two years later World War II attracted Major Ellison away from his school. At the same time young Mr. Johnson resigned in order to avail himself of the free medical training offered by the Dominion Government in 1939. Dr. F. G. Buchanan, Superintendent of Schools in Calgary and a former provincial school inspector, recommended Alfred Howard of Drumheller to Major Ellison, who engaged him to help operate the school during his own absence. Mr. Howard and Mrs. Dunn had power of attorney jointly and conducted the institution together. A





succession of young men occupied the position of third teacher in turn. It was difficult to hold youths in teaching positions during the war years.

In 1945, Mr. Howard and his brother John bought the property and interest in the school from Major Ellison. The brothers took turns in teaching and operating their Alberta farm, so that one of them was always in attendance at the school. In recent years average enrolment has been fifty pupils. The grades taught have ranged from one to nine. Small classes have meant individual attention for the students, who have attended the school for reasons similar to those which have attracted pupils to the Montessori School.

However, the two schools are not similar in other ways. The Strathcona School still bears the stamp of its English public school foundation impressed upon it by the Taylors. Team games, especially soccer, are a strong point for the sake of their concomitant learnings of fair play and co-operation, as well as for their physical benefits. The boys spend two or three hours a week at their game practices. Instruction in Latin and French begins in Grade V; English grammar is taught thoroughly. The teachers have a good deal of leeway in trying out new methods. As yet they have not introduced the enterprise method in which a central unit in Social Studies is used as a core for the integration of other subjects.

In 1941, the School Board extended its facilities for manual training to the Strathcona School boys in Grades VII, VIII, and IX. The city has also granted property tax exemption to the school. This seemed reasonable since the boys' education was not an expense to the municipality although many of their fathers paid property taxes. Like



the Montessori School, it has held its own in a community which has grown less private-school-minded with the years, chiefly because the school has catered to individualistic tendencies in the local demand for educational facilities.

The individualism of minority groups has found expression in the founding of educational establishments. Two religious denominations have established private schools in Calgary in the past quarter century. The Hebrew School, the older of the two, began in 1925. Although the synagogue, the House of Israel situated at Eighteenth Avenue and Centre Street South, has given the school space, the Jewish community as a whole has provided for its operation.

The moving spirit and financial backing for the venture came from such men as J. Dubisky, Rabbi Smolensky, S. Jaffe, J. Bercuson, and E. Walker. For the first year the Calgary Public School Board loaned a room in the Central School for the class. The next temporary quarters were in a building on Fifth Avenue between First and Second Streets East. Since the completion of the basement of the large synagogue in 1939, it has accommodated the school.

In setting up their own institution, the Hebrew people had no intention of founding a parochial school. They felt themselves to be a part of the whole city community and did not wish to impose a permanent isolation upon their children. At the same time they knew the Public School system of education to be inadequate to fulfil their own special aim of a good grounding in knowledge of the Bible and the Hebrew language. For this reason many adherents of the Jewish faith in Calgary gave their support to the school which provided instruction in the first four elementary grades.



The founders of the school obtained a charter from the Provincial Department of Education. They undertook to engage Alberta qualified teachers and to give instruction according to the prescribed course of studies. The inspector of the Calgary Rural School Division has made an annual visit of inspection. The school has charged a fee of ten dollars a month for each child. Transportation to and from school and a noon lunch have been provided for the children.

A day and a night school are at present in operation. There are two day school teachers for an enrolment of fifty-five pupils. A third teacher holds a kindergarten class on a half-day basis for twenty-eight children. Instruction in the Hebrew religion and language forms a part of the daily time table. When the children in the day school reach Grade V, they enter the Public School system. The Hebrew School conducts night classes for some eighty-five of these older students. The subjects taught include Jewish history, customs, holidays, and prayers, as well as synagogue laws.

The local Hebrew School is part of a world-wide educational system. Teachers have come from distant centres to offer the advantages of their training and experience to this small school. Rabbi Marc Liebhaber came to take over the duties of principal of the school in September, 1950. He had studied at the Universities of Warsaw and Munich before the war. His previous teaching experience had been in Hebrew Schools in Warsaw and New York. This may appear to be a great expenditure of effort and money to be taken for so small a group, but Calgary's second private school conducted by a religious group is even smaller.

In 1944, the Seventh Day Adventist Church in Calgary opened an





elementary school in the basement of the church on Fourth Street and Fourteenth Avenue West. Some sixteen pupils learned their lessons in a classroom on the lower floor of the small stucco building. This accommodation sufficed for two years after which the church officials acquired a frame building on Sixteenth Avenue and First Street North-East for school purposes. Since the move the yearly enrolment has averaged twenty-two children.

The school is part of a unified scheme which embraces the United States and Canada. The principles of education adopted by the members of the church were first formulated in 1886. Mrs. Ellen G. White, an American teacher and one of the founders of the religious sect, wrote many articles to set forth and expand what seemed to her a desirable educational pattern. Being in radical disagreement with the regular educational system, especially regarding neglect of the Bible and over-emphasis on sports, the group proceeded to build its own curriculum. Gradually they have established elementary schools, academies, and colleges. All personnel of their educational institutions are employees of the Church. A uniform wage scale obtains throughout the two countries. Although the teachers' salaries are generally slightly lower than those paid by the Public School Board of the locality, the sect has so far been able to attract qualified teachers through a comprehensive hospitalization and medical scheme as well as with rent and married status allowances.

The Seventh Day Adventist School in Calgary is another instance of an institution established by a minority group whose wishes would otherwise be swamped in the regular educational system. The private schools of the city, exclusive of the Junior College, draw somewhat less than 300 students from a school population of nearly



20,000. The tendency since the founding of the city has been for the private school to decline in importance while the institution known as the public school system has grown in strength.



## CHAPTER V

### CALGARY AND THE UNIVERSITY

The establishment of a university in Calgary has been a recurrent educational aim ever since the founding of the Province of Alberta in 1905. When Edmonton became the capital of the province, the citizens of Calgary expected their city to be chosen as the seat of the provincial university. However, the honor fell to Strathcona, now incorporated in the city of Edmonton. The loss of the institution of higher learning as well as of the seat of government no doubt rankled all the more as Calgarians knew their city to be the larger and felt their geographical position to be the more favorable of the two.

In 1912, in the midst of a major building boom, the citizens of Calgary felt the time ripe to plan for a university of their own. Although the movement received its impetus from a group of prominent citizens, the municipal government stood firmly behind the venture. Two of the outstanding leaders were Dr. T. H. Blow, a well-known physician and real estate owner, and W. J. Tregillus, President of the United Farmers of Alberta. The latter offered a site for the university in the foothills to the west of Calgary. The subscription lists bore the names of many prominent people who pledged substantial sums towards the founding of the University of Calgary. Lord Strath-  
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cona donated \$25,000. to the cause. The Calgary municipal council passed a by-law which authorized a grant of \$150,000. for the construc-  
2  
tion of the first building. R. B. Bennett (later Prime Minister of Canada and Lord Bennett), a partner in a local law firm, obtained the passage of a provincial statute incorporating Calgary College. The

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1. Sage, Dr. W. N., Notes on Calgary College.

2. Sage, Dr. W. N., Notes on Calgary College.





general satisfaction with a promising start was marred slightly by an amendment to the bill which denied Calgary College the right to grant degrees.

Since the College could not grant degrees, the Board of Governors sought affiliation with an accredited university. McGill University had established branches without degree-conferring powers in Vancouver and Victoria, while McMaster University had accorded an affiliation to Brandon College, Brandon, Manitoba. The Governors of Calgary College petitioned for a similar understanding with Queen's University at Kingston, Ontario. The eastern institution after due consideration refused the request. However, the founders of Calgary College did not regard this failure as an insuperable obstacle and pushed forward their plans.

Calgary College found temporary quarters in the new Public Library in Central Park. Lectures started in October, 1912, Arts and Law courses being offered at that time. The lecture hours were in the late afternoon and early evening in order to attract teachers and office workers. Dr. E. E. Braithwaite received the appointment of Dean of the Arts Faculty; and Mr. Kent Power, an outstanding Calgary lawyer and a graduate of Dalhousie Law School, became head of the Faculty of Law.

The "Preliminary Announcement of the University of Calgary" appeared in July of the opening year. A study of this booklet reveals a blending of the practical and the visionary consistent with the union of high aims and sound common sense. In the section entitled "Purpose and Plan", the founders stated their reasons for beginning with a strong Arts course to ensure a well-balanced university.



"There can be no higher education in the true sense without special training of the mental faculties such as is best secured through this means". They did not wish to invite the charge of unfitting students for the practical duties of life so the early addition of other departments was mentioned. The authors of the pamphlet stressed the efforts to obtain professors of outstanding ability, acknowledged the importance of fine buildings, but felt that these were of secondary importance. They made much of the fact that the institution was a private foundation free from political and sectarian influences.

The booklet presented an apologia for the establishment of the institution in the face of serious obstacles. It emphasized Calgary's pre-eminence in the West as the largest city between Winnipeg and Vancouver. Hamilton, Ontario, was the only other comparable city without a university. Whereas Hamilton was only forty miles from Toronto, Calgary was six hundred miles from as large a city. (Hamilton has since become the site of McMaster University). Statistics were cited to supply proof of Calgary's growth over an eight-year period. The financial statements for a shorter time showed an even more phenomenal advance.

#### Population

1904 -- 10,543  
1908 -- 29,096  
1912 -- 61,340

#### Building Permits

1910 -- \$5 $\frac{1}{2}$  million  
1911 -- 13 million  
1912 (6 mos.) 8 $\frac{1}{2}$  million

#### Bank Clearings

1910 -- \$150 $\frac{1}{2}$  million  
1911 -- 218 $\frac{1}{2}$  million  
1912 (6 mos.) 128 $\frac{1}{2}$  million

#### Customs Receipts

-- \$1 million  
-- 1 $\frac{1}{2}$  million  
-- 1 million 4

3. Preliminary Announcement, University of Calgary, July 1912, P. 5.

4. Preliminary Announcement, P. 12.



The final argument set forth made subtle reference to the possible results of the influx of foreign immigrants which the West was experiencing at that time. How better could their assimilation be assured, Empire ties be maintained, and Anglo-Saxon civilization be perpetuated in Canada than through the establishment of institutions of higher learning which would supply qualified and educated leaders for the task?

The Brochure also included names of the various College officials. The composition of the Board of Governors indicated the support given the venture by business interests. Dr. T. H. Blow was chairman of the Board; W. J. Tregillus was the secretary. Five members and ten advisory members completed the Board. A large majority of both groups were real estate men and lawyers. Indeed, Calgary College was often referred to as the "real estate university". However, a Senate largely composed of academic men provided a counterbalance for the preponderance of businessmen on the Board. Dr. A. M. Scott, Superintendent of Calgary Public Schools, was its chairman. Other members included the Right Rev. Cyprion Pinkham, D. D., Anglican Bishop of Calgary, Rev. J. A. Clark, B. A., Minister of Knox Presbyterian Church, the Very Rev. E. C. Paget, M. A., D. D., Dean of the Pro-Cathedral Church of the Redeemer, G. D. Stanley, M. D., of High River, and Judge Noel, B. A., of Edmonton. The Lieutenant-Governor of Alberta, the Hon. George Hedley Vicars Bulyea, B. A., LL. D., was the Visitor of the College. There was no Chancellor.

The members of the two faculties, Arts and Law, comprised a notable group. Originally there were five members of the Faculty of Arts. Dr. E. E. Braithwaite had pursued his studies at outstanding





universities in Eastern Canada, Germany, and the United States. Dr. Frank H. Macdougall, Professor of Chemistry and temporarily at the head of the Mathematics department, was a graduate of Queen's and of Leipzig. Dr. C. F. Ward of the Language department had carried on his post-graduate studies in Chicago. Mack Eastman, B. A., Toronto, was in charge of History and Political Science. The Faculty of Law was entirely separate from the Faculty of Arts. Although the former was under the University of Calgary from 1912 to 1914, it was then taken over by the University of Alberta and became the Calgary Law School of that institution. In addition to the Acting Dean, W. Kent Power, lecturers in law in 1913 included a number of prominent Calgary lawyers.

The University of Calgary issued only two calendars. The Preliminary Announcement served as a syllabus for the first session. The first Annual Calendar appeared before the 1913-1914 session. In the second, published in 1914, some faculty changes appeared. Dr. F. H. Macdougall was Dean and Acting President; Rev. A. Macwilliams, B. A., was Registrar. Dr. E. E. Braithwaite had severed his connection with the University. Two new appointments were Dr. R. A. MacLean as Professor of Classics and Lecturer in Philosophy, and W. N. Sage, B. A., Toronto and Oxford, as Lecturer in English and Economics. Dr. Mack Eastman, Ph. D., Columbia, held the position of Professor of History and Politics. Changes in the Faculty of Law reduced the number of lecturers by two.

The University of Calgary lasted for three years. For the first session, 1912-1913, 125 students registered in Arts and thirty-five in Law. In 1913-1914, the numbers had increased to 217 in Arts



and fifty-one in Law. Although figures are not available for the third session, the numbers had decreased slightly. The outbreak of World War 1 meant a call to arms to which several students responded. The College closed in the spring of 1915.

Several causes contributed to the early demise of the University of Calgary. Financial difficulties were undoubtedly responsible to some extent. These were attributable to the collapse of the real estate boom in 1913. As a result, gifts of land received by the College failed to realize the expected returns. The advent of war also had an adverse effect on the infant University. These, however, were temporary setbacks. The remaining contributory causes appeared to cast a permanent blight upon the establishment of such an institution in Calgary. The failure to secure degree-granting powers was the thin edge of the wedge. Then, in 1915, a Royal Commission was appointed to consider the question of higher education in the province. Sir Robert Falconer, President of the University of Toronto, President Walter C. Murray of the University of Saskatchewan, and President A. Stanley MacKenzie of Dalhousie University constituted the Commission. In its report the Commission favored a technical institute rather than a second university for Alberta. The members supported their decision with two arguments. The province was not large enough to support two universities of the conventional kind. The time had come rather to establish an institution for a newer type of higher learning -- education in the skills necessary for the development of Alberta's natural resources, both actual and potential. The Royal Commission also found Calgary College to be bankrupt. It was quite apparent that the University, as it was then constituted, could not open for a fourth



session. In view of the findings of the Commission, it was extremely unlikely that the Provincial Government would come to the rescue.

The University of Calgary had come to an end, but it was soon apparent that the idea had not died with it. In attempting to re-establish the College, the citizens of Calgary showed a genuine interest in higher education and an equally commendable perseverance in the face of difficulties. As soon as the report of the Royal Commission became public, on March 7, 1915, two hundred people gathered in the council chamber of the City Hall to discuss the findings and recommendations. After hearing the report, Dr. George W. Kerby, Principal of Mount Royal College, formulated a resolution that the report be accepted, and that a committee be appointed to explore the immediate possibilities of the situation and confer with representatives of the Provincial Government. Dr. A. O. MacRae, Principal of Western Canada College, seconded the motion. However, the motion which was passed was the work of J. H. Woods of the Calgary Herald and P. Harcourt O'Reilly. The acceptance of the Commission's report was deleted in this final wording. Within a week the committee was ready with its proposals with which a second general meeting concurred.

In order to arrive at concrete suggestions, the interested parties had effected a compromise. There were three groups interested in the future of higher education in Calgary. The academic group, represented strongly by former members of the Board of Governors of Calgary College, favored a bona fide university but would accept a technical institute provided such an institution also offered two years of university work. The representatives of business felt attracted to the technological school but would support the Technical





Institute-cum-University to present a united and strong front. Both of these schools of thought envisaged a sharing of costs by the province and the city. A third group accepted the compromise but would prefer an institution supported outright by the Provincial Government. However, with apparent accord a formidable delegation left for Edmonton. They carried the resolution, endorsed by the citizens of Calgary, that a Technical Institute and University be established in their city.

The delegates represented educational, business, and municipal interests. Dr. G. W. Kerby, Dr. F. M. Macdougall, Mr. T. B. Kidner, and Dr. A. O. MacRae; Patrick Burns, A. H. Clark, K. C., Clifford B. Reilly, and George J. Bryan; Mayor M. C. Costello and Alderman Jennison were outstanding members of the committee, which was accompanied by Dr. T. H. Blow, T. M. Tweedie, M. P. P., and S. B. Hillocks.

The Premier, A.L. Sifton, and the Cabinet received the delegates who were introduced by Dr. Blow. A. H. Clark was the spokesman for the group. In concluding his address the latter presented the citizens' resolution which, in effect, asked for two institutions, Calgary College to be maintained by the citizens of Calgary, the technical institution by the province. The Premier interpreted this as a request for a single institution with a dual purpose. He advised that a smaller group wait upon the Hon. J. R. Boyle, the Minister of Education.

The Hon. Mr. Boyle heard the sub-delegation, also headed by Mr. A. H. Clark. The Minister of Education took the stand that the report of the Royal Commission did not justify the delegation's application for the inclusion of two years of university work. The University of Alberta would give credits for technical courses where the



work was the same as that offered by the Edmonton institution. Otherwise, the province would go as far as possible in establishing means for higher education in Calgary without any unnecessary duplication of University facilities. The Minister hastened to add that his Department was prepared to assume its share of the obligation at once. He estimated that the immediate cost to the provincial government would be at least \$250,000. The City of Calgary should look for a suitable site for a combined Technical Institute and Normal School. Nevertheless, the members of the delegation passed over the prize held before their eyes and continued to press their request for two years of university work.

Before the meeting ended the Minister of Education and the Calgary group found a modus vivendi. It was decided that a Junior Arts College could be a part of the Technical Institute. The Premier also thought this proposal more reasonable than a separate Arts Department affiliated with the University of Alberta. Mr. Clark took the amended suggestion back to Calgary for further consideration by the interested groups.

The analysis of the interested groups given above showed the academic group to be the one to which the merger would be least likely to appeal. The members of the Board of Governors of Calgary College, however, accepted the proposed changes but wished to make some stipulations with regard to the appointment of the governing body of the Institute. They felt that if the former Calgary College had sufficient representation on the new body, it would prevent provincial or



municipal politics from interfering with the effective control of the new institution. Since it did not rest with a Calgary Meeting to decide the composition of the Board, a committee of three was appointed to interview the Hon. Mr. Boyle and supervise the drafting of a charter. On this committee Mayor M. C. Costello represented the City; George J. Bryan spoke for the Board of Governors of Calgary College, and A. H. Clark for the business interests.

In the meantime, the Calgary School Board, feeling itself also to be representative of educational interests in the city, made an independent move. Five weeks had passed since the first mass meeting. The members of the Board felt that the session of the Provincial Legislature might end without any concrete achievement towards higher education in Calgary. At a special meeting, held on April 12, 1915, the Board appointed a small committee to carry on negotiations with the province if the City group should fail to attain its purpose. This sub-committee went to Edmonton at the same time as the official delegation. Although the eventuality for which the former group was prepared did, in fact, take place, the Minister of Education declined to consider proposals proffered by the unofficial group. The latter had thus served only to emphasize disunity. The legislative session did indeed end with the matter still unsettled.

Early in 1916, when the conflicting opinions still were unresolved, Mayor M. C. Costello took a firm stand. Calgary must have the Technical Institute, at least. He headed a small delegation appointed by the City Council which went to Edmonton to interview Premier A. L. Sifton and the Hon. J. R. Boyle. This time the joint conference produced definite arrangements. The City of Calgary was to bear half the





cost of the site and the new buildings to be erected. Thereafter, the government officials agreed, the province would be responsible for the cost of maintenance. Municipal and provincial representatives had come to this understanding by the middle of February, 1916. No mention was made of the extension of university facilities to the proposed institute.

Further delays awaited the actual inauguration of the new institution. The city fathers had difficulty in choosing among several suggested sites. In the end they arranged for the loan of Col. Walker School in East Calgary as a temporary base for the establishment. The provincial government then provided for the foundation of the Institute of Technology and Art by order-in-council.

The Minister of Education and Dr. J. C. Miller, Director of Technical Education for the province, came to Calgary to secure estimates of the cost of equipping and maintaining the school. The old fire hall and police station across the street from Colonel Walker School provided space for machine shops. Before the end of June, 1916, crews of workmen installed the machinery. The Technical Institute opened formally for the fall term of that year. Dr. J. C. Miller directed the Institute during its first year.

The organization of courses was based upon a survey of business and industry in the province in general, and in Calgary in particular. Dr. A. M. Scott, Superintendent of Public Schools in Calgary, urged the local Board of Trade to support the new institution through publicity. He suggested that juniors in business firms and industries be permitted to take part-time or short courses, also that the firms offer prizes, scholarships, and positions to graduates.



The Superintendent of Schools pointed out that industry would benefit in obtaining better-trained workers. Such schemes would give an impetus to the establishment of a more permanent institution. During the initial year the Institute offered courses in engineering and accountancy. The scheduling of some classes in the evenings helped to increase the school's meagre capacity. The choice of Calgary as a site for the Institute soon appeared to be justified. Of the 813 students who registered for the first year, thirty-one per cent came from the city.

The provincial authorities established the Technical Institute to meet an educational need. The developments of the mechanical age were a challenge to the youth which they could meet only through training in the industrial skills. Besides high school graduates who were interested in technical work there were young people who possessed manual skills but had not the academic ability necessary to complete the courses of the senior high schools. For this reason the Institute established no rigid entrance requirements. In fact the only requirement was one of age which was set at sixteen years. There was no definite period within which a technical course must be completed. A student who could not afford to finish the required subjects might return at any time. Practical instruction was the keynote of the institution. The establishment of the Institute of Technology and Art was really an affirmation of faith in the coming era of provincial development.

The problem of the rehabilitation of returned soldiers had been a factor in the need for technical instruction. In 1917 the Soldiers' Civil Re-establishment Board took over the Institute as a



training school for ex-soldiers. When the Dominion Government released the building in 1920, D. W. Campbell, who had succeeded Dr. Miller as Provincial Director to Technical Education, became the head. By that time the pressing need to reserve the school entirely for returned soldiers had passed.

In 1920, J. H. Ross, who later became principal of Calgary's first Technical High School, was appointed Acting-Principal of the Institute. In some ways, at this time, the Technical Institution was in an anomalous position as it lacked a permanent site. This was a serious handicap as in the East Calgary situation expansion was impossible. Even after the war ended the selection of a location still hung fire. There were four pioneer families who would have liked their property to be chosen. However, Premier Charles Stewart and the Minister of Education, the Hon. George P. Smith, insisted that the land be ample to house the Technical Institute and the Normal School in one building, and that it be at a convenient distance from the city. In the end the two provincial government officials decided on the E. H. Riley site, 110 acres in North-West Calgary at the price of \$63,000<sup>7</sup>. They made the decision in the fall of 1921. The building, of brick with stone facing, was ready for use for the fall term of 1922. Mr. Ross continued to direct the Technical and Art Departments until 1924.

Dr. W. G. Carpenter left his position as Superintendent of Schools in Edmonton to accept the principalship of the Institute of Technology and Art in 1924. At the same time he also became Director of Technical Education for the province. Dr. Carpenter had had a wide

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7. Calgary Herald, November 26, 1921.





experience in educational affairs in Alberta since his arrival in the province in 1909. After two years as science instructor at Central High School in Calgary, he had assumed a similar position on the staff of the Calgary Normal School. In 1912 he accepted the position of principal of the Victoria High School in Edmonton. Two years later he became Superintendent of Schools in the capital city. He held his position as principal of the Technical Institute until his retirement in January, 1944. In August, 1945, the retired principal died. During the twenty years that he directed the affairs of the Institute a great expansion of technical education took place. There was, too, some further effort to acquire University recognition for some of the work of the Institute and the Normal School.

When Dr. Carpenter came to Calgary to assume his duties at the Technical Institute, the Hon. Perren Baker, Minister of Education, visited the city in order to introduce the new principal. At the Board of Trade rooms a group of local businessmen gathered to meet Dr. Carpenter. At this time an effort was made on the part of citizens of Calgary to use the Technical Institution as a lever to gain concessions towards university status. W. M. Davidson and Captain Robert Pearson, both members of the Provincial Legislature, gave their support to the movement. They argued that the offering of advanced technical and applied science courses would add to the prestige of the Technical Institute generally. Also, in November, 1923, extension classes in such university subjects as Education and General Psychology had been offered at the Normal School to Calgary teachers. Requests came that more Arts courses be presented in this way. However, neither the Minister of Education nor Premier Herbert Greenfield



avored the Calgary proposals. They based their opposition on the contention that elementary education was the chief concern of the Provincial Department of Education. The refusal was not entirely reasonable, nevertheless, as the Institute necessarily offered courses similar in content to some given by the University.

A year later, in 1925, the Department of Education conceded to the Institute the right to grant credits for such courses and provided for the standardization of certain subjects to that end. The Technical Institute became affiliated with the University of Alberta and gained representation on the Senate of the latter institution.

The popularity of the school continued to grow. In 1925 enrolment was highest in the electrical courses. In 1928 the government completed a \$50,000. extension in order to offer instruction in  
8  
the use and repair of farm machinery. The following year, 1929, the Institute rounded out the original plans for the school by adding an Art Department. A. C. Leighton, Member of the Royal Society of British Artists and already well-known in the West for his mountain landscapes in water color, became Director of the new department. In November, 1929, the class commenced with an enrolment of eight pupils. By March, 1930, the number had increased to fifty-eight. The Art branch of the Institute has continued to attract outstanding men as instructors. H. G. Glyde and then J. W. G. MacDonald, formerly of the extension department of the University of British Columbia, held the post in turn, to be succeeded in 1947 by Illingworth H. Kerr, a Saskatchewan artist. Since Mr. Kerr's assumption of his duties, students



of the art classes have begun the task of decorating the walls of the Institute with murals depicting the life of Alberta pioneers.

The syllabus for 1930 introduced among other new courses, those of the aeronautical department. This instruction was in keeping with technical developments in the world at large. In the coming air age a province which possessed large areas of fairly level land and whose remoteness could be overcome by air transportation would gain immensely from establishing such educational facilities. The inclusive fee for the eight-months course was thirty-five dollars. In 1948<sup>9</sup> the Calgary Institute was the only school of its kind licensed to overhaul aircraft and plane engines. Students taking the advanced course prepared for the examination for admission to the Associated Fellowship of the Royal Aeronautical Society. This gave a standing equivalent to that obtained with a Bachelor of Science degree from the University.

In 1940 the exigencies of war necessitated a temporary move for the Institute of Technology and Art and for the Normal School. The Royal Canadian Air Force took over the North Hill buildings for a wireless training school, which was a part of the British Commonwealth Air Training Plan. Dr. Carpenter and his staff put the school on a "war footing" and made plans for the removal of tons of machinery and equipment to the grandstand at the Victoria Park Fair Grounds. Ply-board partitions, erected over-night, transformed the interior of the grandstand into a series of shops, lecture rooms, offices, and store room. Those engaged in art, dressmaking, and girls' work in general

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9. Calgary Herald, September 25, 1946.

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found temporary quarters in the old Coste home on Amherst Avenue. The Calgary School Board loaned King Edward Public School in South Calgary to house the Normal and Practice Schools during the war.

Of these three temporary accommodations, the significant move was that of the Art Department to the Coste House. Eugene Coste, a pioneer in the discovery of natural gas in Alberta, built the house in 1913. English architectural influences had not yet disappeared from the West, and Mr. Coste carried on the tradition of the Tudor style in brick and stone. Dr. Carpenter and Mr. Glyde saw in the spacious rooms and hallways the means to realize their hope of founding a community art centre in Calgary. A beginning was made with the war-time use of the house. After the Institute returned home in 1946, the Coste House became known as the Allied Arts Centre, supported by annual membership fees, charges for instruction in the various branches of the fine arts, and the efforts of organized groups interested in this phase of Calgary's cultural development. The opportunity to learn handicraft skills, music, dancing, and art has added appreciably to the educational facilities of the city. Members of the Technical Institute staff made this possible through their foresight.

When Dr. Carpenter retired as principal of the Institute in 1944, James Fowler (now Dr. Fowler) succeeded to the position. Dr. Fowler's connection with scientific education was of long standing. A graduate of Edinburgh University, he came to Western Canada in 1913. From 1921 on, he was head of the Science Department of the Institute. In 1929, Dr. Fowler became vice-principal when J. H. Ross resigned. In 1949, when Dr. Fowler had been principal for five years, the provincial University honored him with the degree of Doctor of Laws.



Following the return of the Institute to its own premises in 1946, the school has continued to grow. In the fall of that year 1,560 students registered, 922 in day classes, another 392 in evening<sup>10</sup> courses, and 246 as correspondence students. The year before the<sup>11</sup> total enrolment had been 1390. In 1946, a \$100,000. provincial grant had made possible the purchase of equipment for a new machine shop<sup>12</sup> and the re-equipping of the old one. One of the hutments inherited from the R. C. A. F. provided separate accommodation for the work in carpentry and drafting. In 1949, a \$40,000. paint and auto body re-<sup>13</sup>pair shop was added to the technical facilities. Enrolment climbed to<sup>14</sup> 2,003 in September, 1949.

In the machine shops the work has ranged from the fashioning of simple ash trays to the rebuilding of intricate machines. Outside jobs for which the customer paid only the cost of materials have supplemented the work provided by the school. In an age characterized by increasing job specialization, the founding of the Institute was an outstanding feature of educational development. In addition, its location in Calgary was largely due to persistent local demands for government-supported educational facilities beyond the grade school level.

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10. Twenty-eighth Annual Announcement, 1947-1948, P. 96.

11. Twenty-seventh Annual Announcement, 1946-1947, P. 104.

12. Calgary Herald, March 5, 1946.

13. Calgary Herald, October 24, 1949.

14. Thirty-first Annual Announcement, 1950-1951, P. 106.

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On the other hand, the Normal School, housed in the west wing of the Institute since 1922, has grown up with the city. Teacher training has occupied a place in the local educational scene since 1894. Like the Technical Institute, the Normal School is operated by the provincial Department of Education, but local conditions have not influenced the older institution to the same extent. Its presence in Calgary was largely a matter of expediency from the beginning, but the nature of the school has kept it a provincial institution rather than a municipal one. However, recent organic changes -- it is now the Calgary Branch of the Faculty of Education -- have reawakened local interest in the university question.

The metamorphosis took place in 1945 when teacher training became a department of the provincial University. Dr. M. E. LaZerte, Dean of the Faculty of Education in Edmonton until his resignation in the spring of 1950, was one of the leaders in the movement towards such a change. Recent curriculum trends have stressed the inculcation of habits of critical thinking above the mere acquisition of facts. New courses for elementary and senior pupils, or a changed approach to old courses, have necessitated the widening of the scope of the teacher's knowledge. Educationists in Canada and the United States have felt that teacher training should include studies in the liberal arts which were beyond the scope of the traditional Normal School course. The creation of the Faculty of Education has made it possible for would-be teachers to combine their own higher education with professional training. As Calgary possessed a Normal School, the city acquired a branch of the University as it were over-night.

Calgary citizens were not slow to realize the possibilities





implicit in the change. In 1945 a group of people organized a committee to press, once more, for the establishment of a university in Calgary. Several of them had approached Dr. F. G. Buchanan, Superintendent of Schools, and Mr. W. F. Reid, Chairman of the School Board, and urged upon them that the time was ripe to carry on negotiations to that end with the provincial government. Five hundred people attended the general meeting held in Western Canada High School auditorium. The results of the meeting were a resolution requesting the government to establish a university in the city, and the appointment of a committee to carry on an active campaign. The group chose Mr. Reid as chairman, and Mr. G. R. Gell, Secretary-Treasurer of the Calgary School Board, as secretary.

Although no regular monthly meetings have taken place, the committee has carried on its work of waiting upon members of the Provincial Cabinet and urging its cause. Some twenty local organizations have supported the endeavor by sending representatives to the special and annual meetings. Service clubs, Property Owners' Associations, the University Women's Club, and the Nurses' Alumni have helped to show that the project has strong support. Nor have the committee's activities been fruitless. The Department of Education enlarged the teacher training program offered in Calgary under the Faculty of Education to include the two-year as well as the one-year course. They have also added first year Arts and Science courses for those working towards a Bachelor of Education degree. The committee has expressed a desire that this be extended to include the second year. At a meeting in November, 1950, the group made arrangements to lease 200 acres of land in the extreme north-west section of the city as a site



for a future branch of the University of Alberta.

Such plans may suggest an overly-optimistic outlook. However, two factors would tend to indicate a successful outcome. The Calgary University committee has included only modest and apparently reasonable demands in its objectives. They have not asked for the establishment of faculties which would involve the purchase of expensive equipment on a large scale such as that for medical, dental, or engineering departments. Rather, they have urged the inauguration of facilities which would make possible the attainment of degrees in such branches as Arts and Science, Commerce, and Education. Besides, the Board of Governors of the University of Alberta has shown its approval by setting up a fact-finding committee to examine the claims of the Calgary group. The latter presented a brief to representatives of the University at the meeting held in November, 1950. The next move made was to arrange for Mr. Reid to visit Edmonton to obtain information about the number of University students from Calgary and the southern part of the province in relation to those from the Edmonton region. A fact to be noted in this connection is that the Edmonton enrolment has grown to the point where an extension of existing facilities is needed. The unwillingness of the Cabinet members to sanction any duplication of expense has been the chief stumbling block in the way of success. In the long run, it may be no more expensive to extend facilities in Calgary than in Edmonton. The existence of the Mount Royal Junior College need not be an insurmountable barrier, as an amalgamation could probably be effected. The progress already made in the enlargement of the Faculty of Education in Calgary has acted as a spur to the committee in continuing its efforts. The old



dream has certainly come nearer to realization in 1950 than ever before.





## CHAPTER VI

### THE SCHOOL BOARD AND THE STAFF

Until 1893 the School Board had been feeling its way. During the preceding year a court case which was decided against the board, and other unpleasant if less costly incidents, led to a greater degree of organization. The division of the Board into committees and the arrangement for regular monthly meetings produced a feeling of competence and efficiency.

In 1893, when Calgary obtained a city charter, the school system still was small. The School Board minutes for August of the following year contained for the first time a full statement of assets as follows:

#### Real estate owned by the School District:

Lots 7 - 14 and 27 - 34 Block 23 (Central)	\$ 4,200.00
Lots 1 - 15 and 26 - 34 Block 101 (South Ward)	6,050.00
Lots 30 - 35                      Block 6 (East Ward)	<u>600.00</u>
	\$10,850.00

#### Buildings owned by the School Districts:

Central	\$10,000.00
South Ward	2,000.00
East Ward	<u>1,000.00</u>
	\$13,000.00

#### Equipment:

Central	\$ 1,100.00
East Ward	200.00
South Ward	<u>200.00</u>
	\$ 1,500.00

1



The school tax rate for that year was set at four mills on the dollar.  
<sup>2</sup>  
 The enrolment was 533; the number of teachers employed was ten. In  
 January, 1895, the School Board calculated its first annual estimate  
 which was for the sum of \$13,310.43. It set the demand on the city  
<sup>3</sup>  
 at \$9,000.00.

Since those years the Calgary Public Schools have grown to be  
 a very large system. In 1949 there were fifty-eight school buildings  
 for a total enrolment of 15,089 children. There were 501 teachers in  
 the employment of the School Board. Capital assets had increased to  
 \$3,925,698.20. Total expenditures that year reached the sum of  
<sup>4</sup>  
 \$2,407,083.28. The levy upon the city amounted to \$2,117,765.00.  
<sup>5</sup>  
 This was raised by a school mill rate of 31.52 mills on the dollar.  
 This tremendous growth has been gradual and has been accompanied by  
 many other developments.

Ever since the building of the original Central School, the  
 School Board has been a property owner. From time to time the Board  
 has purchased land from the city as the building program required it.  
 The price has varied with the size and location of the property.  
 After the depression of the thirties the School Board bought parcels  
 of real estate for sums equal to arrears in taxes. In 1946 the City  
 of Calgary instituted a new system whereby the Board made a token pay-  
 ment of one dollar regardless of the size or value of the allotment.

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2. Calgary School Board Records, December, 1894.

3. Calgary School Board Records, January, 1895.

4. Calgary School Board Annual Report, 1949.

5. Calgary Municipal Manual, 1949, P. 84.

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To arrive at this common sense arrangement has simply required time.

The School Board Offices, the business centre of the School District, developed from quite an insignificant beginning. From January, 1892, the trustees used the library in the Central School as a Board Room. Dr. A. M. Scott, the first Superintendent of Schools, had an office in the same building. In September, 1906, when he had been on duty for a month, the Board authorized the purchase of a typewriter for his use. They also had a telephone extension installed in the Superintendent's bedroom where he dispatched the business connected with calls for substitute teachers of whom there were only four. In those early days Dr. Scott not only visited schoolrooms and acted as good-will representative of the Calgary schools, but he decided on styles and designs of new equipment and inspected damage to property before repair men were called in.

However, in 1910 a separate department was established to be in charge of the erection and maintenance of school buildings and equipment. The first Building Superintendent was Hugh McClelland. William A. Branton, the present head of the department, became Assistant Building Superintendent in 1911 and succeeded to his present position in 1919. When Mr. Branton was first an employee of the Board, his department had no other permanent employees. The Building Department hired carpenters, plumbers, and other workmen when there was work to be done. Although extra men are still employed for seasonal work, this Department has increased its personnel to ten men who are busy all year round keeping buildings and equipment in good repair. Close co-operation between the Superintendent of the Building Department and the Superintendent of Schools has helped to give the





children of Calgary the advantages of well-planned schools. The Board did its share in providing the opportunity for the two department heads to visit other educational centres before new building programs were embarked upon. Dr. Buchanan and Mr. Branton made such a tour of inspection of modern school buildings in British Columbia and the Western United States in the summer of 1948.

It was not until May, 1911, that the School Board Offices were really organized when they obtained more commodious quarters in the City Hall. During the years of World War 1, temporary accommodation was found in the Douglas Block on Eighth Avenue and Third Street West. Then in 1935 when the City and School Board Medical Departments amalgamated, the School Board acquired the east side of the ground floor of McDougall School for its purposes. Miss Edith McLean, the senior member of the office staff, entered the employ of the School Board in 1922. At that time there were four secretaries and stenographers in all. The growth of office personnel was not noticeably rapid until 1945. This was partly because of straitened financial circumstances during the depression, followed by difficulty in obtaining competent office workers during the years of World War 11. Since 1945 the number of office employees has risen to seventeen, six of whom care for the increased clerical work of the Junior and Senior High Schools.

In 1896 the Board first adopted a regular salary schedule for teachers. Although actual figures then differed widely from 1950 salaries, the principle followed in establishing a sliding scale has changed very little. Gradations were based on experience and position which, with the inclusion of qualifications, was still the case in the





basic salary schedule proposed and accepted for September, 1947.

Although the Calgary Council of Alberta Teachers' Association approached the Board in 1948 to have the positional difference paid to junior and senior high school teachers removed, the trustees did not favor such a change.

On the whole, relations between the School Board and the teaching staff have been traditionally good. In 1920, however, feeling ran high over the question of salaries. On that occasion the Board was disposed to stand firmly against the requested increase. The teaching personnel threatened to go on strike. Although the strike did not materialize, the teachers gained a part of their objective. Again, during the depression of the 'thirties good relations were strained because of repeated salary cuts. The teachers based their case on two arguments. The first was that, even though salary reductions did not lower annual payments appreciably below the 1929 level, that level had been inordinately low when considered from the viewpoint of pay for comparable work in prosperous times. They also maintained that other ways of curtailing expenditures should be considered along with salary cuts. The Board effected a compromise by abolishing Cadet training in the schools (not entirely for the purpose of reducing expenditures) and discontinuing Manual Training and Household Economics in the senior high school grades. It also reduced the work done by the School Dental Clinic. In addition to a sliding scale of salary reductions the teaching body then agreed to forego a month's salary in 1933. The Board closed the schools for a three-month period, June 16 to September 18, instead of the usual two. A new salary schedule offered by the Calgary School Board for Sept-



ember, 1935, did not actually go into effect until January, 1936, as monthly reductions continued until then. The Board and its employees thus weathered the depression without the temporary ill-feeling degenerating into bitterness.

Indeed, the School Board has treated those in its employ in a liberal fashion quite in keeping with modern ideas of social responsibility. In accordance with the regulations of the Alberta School Act, the authorities have made it a practice to allow teachers sick leave with pay for twenty school days a year. Naturally many teachers did not need to avail themselves of this privilege. The Board recognized the mutual benefit of such savings, and in 1932 made sick pay cumulative, the new provision being retroactive to January 1, 1927. Again, before the Alberta Teachers' Association introduced its pension scheme, the Board granted a pension allowance of fifty dollars a month for three years, and also lowered the retirement age from seventy to sixty-five for those teachers who desired or needed such an adjustment. In November, 1937, the Board reduced the retirement age of women teachers by another five years, and increased to forty-eight the number of months for receiving post-retirement pay. These changes were to go into effect January 1, 1938. Since 1938, the School Board has given its co-operation to facilitate the operation of a group health insurance scheme offered to the teachers by a life insurance company. The office has deducted the necessary monthly payments for approximately seventy-five per cent of the teaching staff. In 1938 the School Board also adopted the practice of granting sabbatical leave to teachers who had been on the staff for twelve years. At first the monthly payment to such teachers was related to the



salaries of those availing themselves of the privilege. Since 1945 the Board has paid all teachers on sabbatical leave one hundred dollars a month. Each year from six to ten teachers have been enabled to use this time to pursue their studies, to recuperate from illness, or to travel. The results measured in terms of renewed vigor and enthusiasm and in good-will have been appreciable.

School Board concern for the health of the pupils started as early as 1912 when the first school nurse, Miss S. Cruikshanks, was engaged. At the same time the school authorities appointed Dr. T. G. MacDonald and Dr. Evelyn Windsor as School Medical Physicians. Routine examinations and treatment of minor ailments and injuries constituted the work of the new Medical Department, which had no office but visited each school in turn. However, the staff of three soon proved inadequate, and the Board increased the number of school nurses to five in December, 1913. Unfortunately, the depression and unsettled times resulted in a cessation of these activities early in 1914.

During the war years the physical fitness of men registering for enlistment came in for a good deal of publicity. Interest broadened to include the health of the nation at large. Governmental authorities realized that health standards could be raised only through public schemes, either national or local. In March, 1915, the City of Calgary, through the School Board, assumed a large measure of responsibility for the health of the school children. The Medical Inspection Department, organized by Dr. Evelyn Windsor, included a Dental Laboratory and an Eye, Ear, Nose, and Throat Clinic. Cases referred to the department received treatment the cost of which was covered by an allocation from the city taxes. The City Hall housed





the Medical Department. As the Clinic widened its scope and as the school population grew, the city fathers continued to allot more space for the work. When Dr. Windsor went overseas at the end of 1915, Dr. Geraldine Oakley became head of the Health Department. When the City and School Health Departments joined forces in 1935, Dr. Oakley accepted the position of Assistant Medical Health Officer for the City of Calgary. Her death occurred in 1948 while she was still in office. While Dr. Oakley was in charge, visiting health officers from other cities spoke highly of the School Clinic here.

As with other departments of the Public School system, periods of expansion of the Medical Department have alternated with those of curtailment. In 1933, when the depression in the West was at its lowest, the Dental Clinic reduced its services. The expense continued to weigh heavily upon the School Board, but it was felt that more drastic reductions would be more costly in the long run. At that time, the City Health Department operated a Pre-school Clinic which entailed some duplication of office work and personnel. Consequently, on May 1, 1935, the City and School Health Departments amalgamated.

The phenomenal post-war increase in school attendance has necessitated some further changes. The Dental Clinic which previously attended to children until they left the Junior High School (Grade 1X) has confined its services to those in Grades 1 to VIII. However, the Medical Clinic has continued its practice of examining each school child once every three years. School nurses have supplemented this service by reporting for examination any child in need of immediate attention. Since World War II, the problem of meeting the cost of expansion has been no more difficult than that of finding trained personnel for the work. The School Board, at all



times, has kept in close touch with the City Health Department through members appointed as representatives on a joint Board.

There are at least three other special services supplied by the Board which have grown with the school system. Although some children might disagree, the work of the Attendance Officer must be included among these three. R. L. Barker held the position for thirty years from 1905 to 1935. His first position with the School Board was as drill instructor in 1898. For the next seven years Mr. Barker's duties multiplied until he was fulfilling those of drill instructor, janitor at the Central School, and attendance officer. By 1905 the latter position occupied all his time in school hours. In those days the truant officer was a young and handsome man, but many people today remember him only as a man with white hair and piercing eyes in a weather-beaten face, before whose quiet voice and manner the most audacious truant quailed. Mr. Alan Munroe, who holds the post at present, has a similar presence to that of Mr. Barker. Since the introduction of this office attendance percentages have never dropped as low as the fifty per cent which characterized the early 1890's.

The physical education of Calgary school children has also undergone many changes through the years. When Mr. Barker was drill instructor the training for the boys was purely military, and was really an extra-curricular activity. Captain A. H. Ferguson, who came into the employ of the Calgary School Board in September, 1910, carried on Cadet Training for the boys. The following year, 1911, physical training became a part of the curriculum with a regular time devoted to it. Then Captain Ferguson supervised such work for the girls as well. The physical training supervisor, as he was called,





was a tall fine man of a distinctly military bearing. A Scotsman who had seen service in India and South Africa as a "soldier of the Queen", Captain Ferguson came to Canada after his retirement from the British Army. Although he quickly won the respect of boys and girls alike, he also soon earned the nickname of "Fergy", which remained with him during the thirty-four years of his service with the Calgary School Board. During those years physical training assistants came and went but Captain Ferguson was always there to give the work continuity. Until Cadet Training disappeared from the schools in 1931, he did excellent work in teaching the boys rifle shooting. He was prominent in city sports, and promoted hockey, football, and soccer in the schools. From his first year in Calgary, Captain Ferguson was connected with the annual Herald Road Race. "Fergy" died while he was still Physical Training Supervisor in 1944.

Although Captain Ferguson changed but little during his long years of service in Calgary, physical training was undergoing a great change. Educationists who studied children engaged in physical activities were discovering that concomitant lessons, such as fair play and co-operation, were acquired along with skill in games. Physical Education replaced the old P. T., and curriculum builders increased the time allotted to such work. The Calgary School Board appointed Ward Steckle, a graduate of Brigham Young University who had majored in Physical Education, to succeed Captain Ferguson. Mr. Steckle, a young man whose skill and agility the boys and girls admire, has introduced a modern program of physical education into the Calgary Public Schools.

Provision for the teaching and supervision of music in the





schools has been an important feature of School Board policy. Although the august Professor Fenwick had taken some trouble to establish himself as music teacher for the Calgary schools, he soon left the position and Calgary in the summer of 1893. The post then remained vacant until 1903 when Mrs. Hedwick Booth was engaged at a salary of \$600.<sup>6</sup> per year. The Board appointed Miss Edith A. Comben, again as music teacher, in January, 1908, following Mrs. Booth's resignation the previous December. The outbreak of World War 1 saw the curtailment of several special departments, one of which was music. In fact, the music department ceased to exist from 1914 to 1918, apart from the work carried on by classroom teachers. Then Dr. J. E. Hodgson filled the position of music supervisor at a salary of \$2,700.<sup>7</sup> per annum. By this time the total number of teachers employed by the School Board was 255 so that the work of the music department had changed to that of supervision rather than teaching.<sup>8</sup> There was another interregnum in the music department between 1923 and 1926 when times were difficult and money was scarce. In 1926 Mr. H. S. Hinton assumed the position. Mr. Hinton, in carrying out his supervisory duties, instituted the custom of the School Music Demonstrations. These were held annually on a non-competitive basis and have given pleasure to hundreds of Calgarians as well as to the participants. After Mr. Hinton's resignation in June, 1950, the Board accepted the application of Mr. Cyril S. Mossop to fill the vacancy. The latter is also organist and choirmaster at Knox United Church, and was director of the Conservatory

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6. Calgary School Board Records, June, 1903.

7. Calgary School Board Records, September, 1918.

8. Calgary School Board, Annual Report, 1949, P. 34.

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of Music at Mount Royal College. The successful operation of this special department has depended to a large extent on the work of classroom teachers.

Changes in the office of Superintendent of Schools may also be regarded as a barometer of the times. In 1906, when Dr. A. M. Scott assumed his duties, there were thirty-four teachers and 1,593<sup>9</sup> pupils. There was hardly a phase of school life or business about which Dr. Scott was not consulted. Even when the School Board Offices became an institution in 1911, Dr. Scott continued to attend to the posting of substitute teachers for another two and one-half years. With the economic boom at its height in 1913, the Board saw fit to appoint an assistant to the Superintendent, J. A. Smith, who was previously principal of Central High School in Calgary. The School Board even marked this period of affluence by engaging a chauffeur to drive Dr. Scott's car. However, these last two innovations disappeared in October, 1914, when the School Board felt obliged to reduce its services with the outbreak of World War I.

The next assistant superintendent, Frank G. Buchanan, M. A., received his appointment in 1929. Dr. Buchanan has the distinction of being a pioneer as his father, a Methodist minister, brought his family to Calgary in 1894. The former also taught in the schools which he later came to supervise, first as principal of Victoria School, then as classical master at Central High School. The Department of Education appointed Dr. Buchanan as a school inspector in 1913. For the last seven years before he became assistant superin-

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9. Calgary School Board Annual Report, 1949, P. 34.

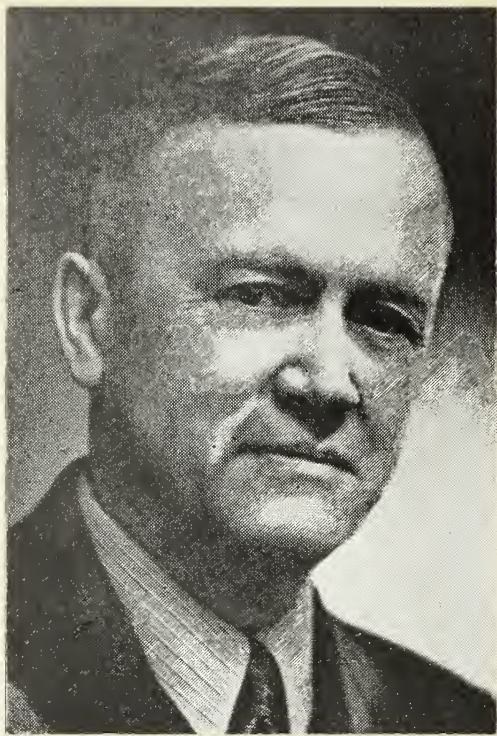
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*DR. A. M. SCOTT*



*DR. F. G. BUCHANAN*





tendent his inspectorate was the Calgary district. Character, training, and experience all fitted him for the position of Superintendent of Schools which he accepted when Dr. Scott retired in June, 1935. At its fall Convocation in 1947, the University of Alberta honored Dr. Buchanan with the degree of Doctor of Laws. For the occasion the teachers and Public School trustees of Calgary presented the Superintendent with a red and white gown. Miss Isabel Breckon, Vice-President of the Calgary Council of the Alberta Teachers' Association, who presented the gift expressed the opinion and sentiment of the group in these words, "Dr. Buchanan has at all times shown a genuine interest in the welfare of the students, and a sincere understanding of the  
10  
problems of teachers".

For seven years after Dr. Scott's retirement Dr. Buchanan carried the burden of supervision without assistance. Then, in 1942, when the school enrolment had reached 13,324, the Board appointed  
11  
L. A. Daniels, B. A., as assistant. Mr. Daniels has supervised the work of the elementary grades since that time. With Dr. Buchanan's retirement approaching, a new assistant, Mr. Robert Warren, M. A., also a former Provincial School Inspector, was named to the administrative staff in September, 1950. Thus the School Board has followed a consistent policy of giving an opportunity for the one who holds the chief administrative post to become well acquainted with the duties before assuming the sole responsibility for their discharge.

Throughout the years, indeed, a deep sense of responsibility

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10. Calgary Herald, October 7, 1947.

11. Calgary School Board Annual Report, 1949, P. 34.

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towards the community has actuated the Board at all times. No better proof of this can be found than in the provision of educational facilities through night classes for both youths and adults. In 1911, interest in technical education resulted in the beginning of evening instruction in handicrafts under T. B. Kidner, Director of Technical Education for the Public Schools. At the same time, with many non-English-speaking immigrants attracted to Calgary, the School Board hastened to organize classes for their instruction in English, Canadian history, and citizenship. The discontinuance of all night school work marked the outbreak of war in 1914, but that has been the only inactive period of the evening school institution. Since World War 11 a minor influx of displaced persons has again resulted in efforts on the part of the School Board to aid in their assimilation. Statistics for December, 1949, showed that the night school facilities have been designed to cater to a wide variety of needs and interests.

<u>Courses</u>	<u>Enrolment</u>
Grade XII Academic (maximum of three subjects)	56
English and Citizenship (displaced persons)	149
Public Speaking and Economics (Labor groups)	19
Typing and Shorthand	72
Technical (woodwork, sewing, leathercraft)	155
The total staff in that year was twenty-one and the enrolment	<sup>12</sup> 451.

Much has been said here of the School Board as an entity, little of the individuals who have composed it. The membership of this body, in number and personnel, has been subject to many changes



during the years. When Calgary Public School District, No. 19, was organized in 1885, there were three members, one of whom acted as secretary-treasurer. In 1890 the Provincial Legislature granted permission for the number of trustees to be increased from three to five. This request came from the School Board in 1889, as they felt that their small number not only excluded capable men from such service, but also militated against any specialization of function within the Board. It was not until 1892 that the position of secretary-treasurer was no longer synonymous with that of trustee. That year the trials which the Board underwent pointed the way to a fairly high degree of differentiation of duties so that in 1893 committees for Property and Supplies, Finance, Buildings, and School Management were set up. The appointment of a permanent secretary-treasurer did not take place until September, 1911, when A. T. Jewett assumed the position at an annual salary of \$1,200.<sup>13</sup> In 1915, with a city population of nearly 56,000 and a school enrolment of 8,002, the Board was enlarged to<sup>14</sup> seven members.

Until 1914 the Board had no women members. Miss Annie Foote, who taught in Calgary from 1893 until her retirement in 1913, became the first woman member of the Calgary School Board. Various women's organizations in the city worked for the passage of a bill in the Provincial Legislature to make this possible. Miss Foote was a Public School trustee from 1914 to 1917. In recent years Miss Jennie Elliott, after retiring as a teacher from the Central High School staff, served

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13. Calgary School Board Records, September, 1911.

14. Calgary School Board Annual Report, 1949, P. 34.

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as trustee for three terms from 1944 to 1949. Miss Amelia Turner, prominent in the local Labor movement, was chairman of the Board in 1934. At present three of the seven Board members are women, Mrs. Nettie Mowers, Mrs. M. A. Hart, and Mrs. E. P. Scarlett.

Throughout the years many public-spirited citizens have served the community as members of the School Board. The school system in every phase of its growth has testified to the earnestness and success of their endeavor. Business and professional people and housewives have shared in representing the citizens of Calgary in the capacity of trustee. Among these Clifford Jones, Thomas Underwood, Dr. George Kerby, W. M. Davidson, J. T. Shaw, Dr. W. E. Spankie, Mrs. William Carson, and W. F. Reid are only a few of the names which are recalled with respect and gratitude by Calgarians. Some gave ungrudgingly of their services over a long period of time. Col. James Walker who was the moving spirit behind the organization of the first Calgary School was trustee for twelve years, during four of which he was also chairman. Mr. James Short's record of service has already been mentioned. The present members of the Board are P. P. C. Haigh, Chairman, Mrs. E. P. Scarlett, Mrs. N. Mowers, S. J. Helman, Mrs. M. A. Hart, A. Edwards, and Dr. F. S. Morley.

Citizens have also shown their interest in the school children in other ways. Patrick Burns and Viscount R. B. Bennett both instituted scholarship funds which have helped many Calgary students to continue their education beyond the high school grades.

As the school system has grown there has naturally been an increase in the number of permanent employees of the School Board. Since 1911 the position of secretary-treasurer has been one of the



most important of these. Mr. G. R. Gell has held this post since 1942. His connection with the Board, however, began in 1915 when he was engaged as accountant. In 1949 the total number of permanent employees was 612. The number of janitors has gradually increased to seventy-five. The remainder of the non-teaching employees numbered forty-three,<sup>15</sup> leaving a teaching staff of 494 members.

To the large army of men and women who have taught school in Calgary the tribute of "a job well done" should be paid. Individually it would be impossible to do them justice. As a group, their work speaks for them. Long records of service have been the rule rather than the exception for teaching in the Calgary Public Schools has had, and continues to have, many advantages. The senior member of the teaching staff, Miss Elspeth E. Cook of Connaught School, has been with the School Board since 1905. Since 1933 a considerable roster of the names of those noted for their length of service could be made. Such a list would include L. F. Harrop, Miss Rachel Coutts, Miss E. Martin, Miss M. J. Campbell, S. C. Stoodley, T. E. A. Stanley, Miss A. Rath, Dr. J. M. Hutchinson, Miss Annie Campbell, W. H. Foster and C. E. Leppard.

Many Calgary teachers have distinguished themselves beyond their own sphere as well as in it. Their contributions in the political field have ranged from the local to the national scene. Miss Edith Patterson was a city alderman for five years between 1927 and 1932. Mr. William Aberhart, principal of Crescent Heights High School from 1915 to 1935, was the originator of the Social Credit Movement in Alberta and provincial Premier and Minister of Education from 1935 until his death in May, 1943. Douglas Harkness, Member of the Dominion





Parliament since 1945, was formerly a teacher at Crescent Heights High School. A member of the Western Canada High School Staff, P. N. R. Morrison, has been an alderman on the municipal council since 1946. Mr. Fred Parker, retired principal of Earl Grey School, is now serving as a member of the city council for the second consecutive term.

Calgary teachers have also played a prominent part in the achievement of professional organization in Alberta. Before 1917 the Department of Education was a paternalistic group whose officials presided over the spring and fall teachers' conventions as well as administering the School Act in all its ramifications. Those attending a convention listened respectfully to speakers and presented petitions which were usually forgotten as there was no continuity of business from one meeting to the next. However, before the close of the Easter Convention which took place in Calgary in 1917, the teachers took steps which resulted in the formation of the Alberta Teachers' Alliance.

The meeting appointed G. D. Misener of Edmonton as acting president and C. E. Leppard, Principal of Ramsay School in Calgary, as vice-president. The former prevailed upon John W. Barnett to act as general secretary-treasurer of the new organization. Even then the hardest work lay ahead. Many teachers required persuasion to become members. However, Calgary was one of the four city locals organized during the first year. In 1936, when William Aberhart was Minister of Education, the passage of the Teaching Profession Act made membership in the Alberta Teachers' Association compulsory. F. J. C. Seymour, Vice-principal of Rideau Park Junior High School in Calgary, has occupied the position of president of the provincial organization since 1949.





Another movement with whose origins Calgary teachers have been concerned was the Parent-Teachers or Home and School Association. In the fall of 1913 Miss M. R. Willetts, a primary teacher on the staff of Connaught School, returned from a holiday in Brantford, Ontario where she had observed the activities of a local Mothers' Club. She was keenly interested in the possibilities of such a means for promoting co-operation between the home and the school. With the support of the principal, Mr. L. H. Luck, whom she later married, Miss Willetts was instrumental in organizing a Mothers' Club in Connaught School. In January, 1914, following the lead of London, Ontario and other Eastern Canadian cities, the Connaught group became a Home and School Association under the presidency of Mrs. A. M. Curtis whose children attended the school.

Mrs. Curtis, a former teacher, then gave her assistance to other city schools in the formation of similar groups. Between the years 1923 and 1931 she was a member of the Calgary teaching staff, during which time she carried on her Home and School Association activities. The movement, as yet stronger in the East than in the West, developed a National Federation. When Dr. G. W. Kerby, Principal of Mount Royal College, became president of the National body in 1927, there was no provincial organization of the kind in Alberta to support him. He therefore asked Mrs. Curtis to extend her organizing activities in that direction. The Alberta Federation of Home and School Associations became an accomplished fact in 1929 under the aegis of Calgary teachers.

Recent contributions of Calgary teachers in the educational field have included the work of curriculum building. In 1945 Mr.



Morrison L. Watts, Principal of Colonel Walker Junior High School in Calgary, received the appointment of Director of Curriculum under the Department of Education. One of his first tasks was an evaluation of the junior high school program, introduced in 1935, and plans for its revision. Previously, Department of Education members such as inspectors and Normal School instructors were in charge of this work. Since 1945 the Director of Curriculum has asked teachers to take part in the revision of courses. A number of Calgary teachers have been active on curriculum committees. Mr. Hugh Bryan, Principal of Balmoral Junior High School and Orville Kirk of the Colonel Walker Junior High staff have helped to compose a handbook for intermediate grades in the province. Dr. H. Miller of Connaught School contributed to the new science course for the same grades. At the same time, Mr. John Bryne, now of Western Canada High School, Mr. Wallace Harper of the University Demonstration School, Mr. Floyd Wilcox and Miss Phyllis Weston, both teaching at Balmoral Junior High, have been largely responsible for a revised Social Studies program and the integration of that work with the language courses for Grades VII to IX. Teachers and departmental officials have so far found this new approach to curriculum building satisfactory.

In connection with French, one of the optional or exploratory courses of the high school programs, Calgary teachers have made a very significant contribution. The revision of the Alberta school curriculum begun in 1935 did not reach the Grade XII level until 1940. In the intervening years there was a growing conviction among the teachers of French in Calgary schools that if they didn't improve their competence in speaking the language, there was little use in pressing for



improvements in the course which would involve more time spent on oral work. In 1937 the French teachers, with that end in view, organized the Calgary Association of teachers of French. Miss Catherine Barclay, one of the group, asked the School Board for leave of absence for a year to go to Paris where she pursued her study of the language as one of a group organized by Professor Alfred L. Cru, the head of the French Department of the Teachers' College at Columbia University, New York. Another Calgary teacher, Miss Mary Clark, did similar work at the University of Paris in the summer of 1938. The French Teachers' Association then felt ready for action.

In 1939 the group asked Miss Barclay to write to Professor Cru and invite him to come to Western Canada in 1940 to conduct a summer course in Oral French for teachers. Twenty Alberta teachers promised to attend the course and to share the expenses. As yet they had no location for the summer session. The presence of the University School of Fine Arts in the town of Banff prompted the group to seek a solution to their problems in that direction. They made arrangements for board and room accommodation at the Y. W. C. A. and in private houses respectively. Then Mr. Donald Cameron, Director of the Banff School of Fine Arts, offered a room in the school for lecture purposes.

Thus, Professor Cru conducted the first summer session in French at the Banff School in 1940. For three years the Calgary group was solely responsible for the arrangements. In 1943 the University of Alberta took over the administrative work connected with the course. Three years later the University assumed complete responsibility on the understanding that the Calgary group would continue to act in an advisory capacity. One of the duties of the Calgary Association of





French Teachers has been connected with the enrolment in the course. They have been charged with keeping the numbers from growing beyond what the staff can care for. Individual members of the Calgary Association have also helped local students to attend the Summer School by offering them financial aid.

In 1940 the Calgary Council of the Alberta Teachers' Association also became interested in the place of the French language on the curriculum. They felt that prospective teachers with a special aptitude for the language should be given some incentive to pursue its study further. Therefore, the Calgary Council organized a Student Exchange Committee with Miss C. Barclay as convenor. Each year the Committee has arranged for one Calgary student to spend the summer in Quebec studying French. Financial assistance has come from the Calgary Cercle Français and the French Teachers' Association. Although it was not a genuine exchange as it did not operate mutually, two students from Quebec did come to the West in 1949 and one in 1950. The Committee is at present engaged in improving arrangements to facilitate the mutual operation of the scheme.

One of the major aspects of School Board business has been the financing of the Public School system. Apart from the provincial grant, amounting to an average of 6.39 per cent of total expenditures between 1920 and 1945, the municipal property tax has provided the necessary funds. The demand upon the city has naturally increased as the school system has expanded. However, a comparison of the school mill rate with the total levy on real property points to conclusions worthy of study.



<u>Year</u>	<u>Total Mill Rate</u>	<u>School Mill Rate</u>	<u>%</u>
1885	10	4	28.57
1892	13	2	11.11
1896	20	6	30
1905	22	7.5	34.09
1913	18.75	3.03	16.16
1920	44.75	13.93	31.14
1930	46	24.32	52.87
1933	50	19.23	38.46
1940	46	24.41	53.07
1944	42.5	24.92	58.62
1949	59	31.52	53.43
1950	58.5	29.75	50.85

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The years for which the data are given were critical years in which the mill rate experienced a distinct rise or fall. From 1920 on, the high rate of taxation was consistent with the relatively high cost of living. Between 1930 and 1950, on an average, the relationship of school tax to total tax was slightly over fifty per cent (51.22%). Since the general mill rate fluctuated considerably during that time, it is evident that educational costs have a direct and important effect on municipal expenditures. The maintenance of a fairly consistent average percentage cost over a twenty-year period, from 1930 to 1950, would also indicate that the municipal authorities feel that they cannot devote much more than fifty per cent of their budgets to educational purposes. However, the high mill rates were associated with



expanding facilities for the high schools where continued expansion is indicated. This may best be seen from a consideration of the per capita costs of education in the Calgary Public Schools in recent years. Hence, the School Board and other interested bodies have become more insistent in their demands that the provincial government assume a greater share of the cost of education.

<u>Year</u>	<u>Public</u>	<u>Junior High</u>	<u>Senior High</u>	<u>Western Canada</u>
1946	\$ 96.72	\$127.21	\$135.88	\$175.00
1947	110.64	161.63	160.96	213.17
1948	121.39	121.09	203.21	219.07
1949	124.84	179.45	255.15	17

The figures for two of the years for which data are given (Footnote 16) were inconsistent with the general pattern -- that is 1933 and 1944. In the former year the depression reached its nadir. High relief costs pushed the mill rate up, but, for the same reason, educational expenditures were disproportionately low. The year before World War II ended the mill rate was comparatively low. The city had reduced its spending program because of the difficulty of obtaining materials for construction and repairs. As the levy for education remained fairly stable, the percentage jumped to an all-time high.

The percentage distribution of School Board expenditures gives another view of the financial scene in education. Here again a remarkable consistency will be noticed. During the four years quoted Teachers' salaries, which have not soared inordinately, accounted for nearly two-thirds of total disbursements. Under the heading Classroom





and Pupils -- Supplies and Equipment, the cost hovered between  $3\frac{1}{2}$  and  $4\frac{1}{2}\%$  of the total. The School Board has supplied students' materials including text books to the elementary grades and Grades VII and VIII since September, 1915, and to Grade IX since 1945. Therefore, these figures mean that the expenditure on other classroom equipment -- maps, globes, library books, scientific, musical, and audio-visual materials-- has been comparatively small. These facts have further bolstered the argument in favor of greater provincial aid to education.

	<u>Per Cent of Total</u>			
	<u>1946</u>	<u>1947</u>	<u>1948</u>	<u>1949</u>
Debenture Payments	10.51	9.61	11.23	12.24
Administrative expenses	2.12	2.00	2.14	2.14
Teachers' Salaries	62.75	65.08	64.68	64.10
Classroom and pupils - Supplies and equipment	3.74	3.42	3.57	4.28
Janitors' Salaries	6.23	5.96	6.05	6.04
Janitors' Supplies	.39	.47	.39	.38
Maintenance of Buildings - Wages and Materials	3.91	5.84	4.71	6.17
Fuel	1.93	1.59	1.56	1.48
Water, Light and Power	1.14	.97	.92	.89
Insurance and Taxes	.76	.67	1.00	.75
Cost of Living Bonus	1.97	--	--	--
Miscellaneous	4.55	4.39	3.75	1.53

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Although a number of organizations interested in education have sent resolutions to the provincial government urging the payment of



larger grants to school districts, the most persistent pressure has come from the annual meetings of the Alberta Public School Trustees' Association. The members of the Calgary School Board have heartily endorsed such pleas. During the last three years included in the following table, some increased aid has resulted from these efforts.

<u>Year</u>	<u>% of Provincial Aid</u>
1920	5.8
1925	5.83
1930	6.54
1935	7.27
1940	6.87
1945	6.03
1947	9.78
1948	10.05
1949	10.09

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A glance at total expenditures for education bears out the conclusions already reached. The increase in costs from year to year has been uniform and consistent with the expansion of the school system. Any deviation from this pattern was a reflection of a depression in the total economy or of the effect upon it of war.

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19. Gell, G. R., Secretary-Treasurer, Calgary School Board.

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<u>Year</u>	<u>Total Expenditure</u>	<u>Total Enrolment</u>
1905	\$ 39,842.06	739
1910	142,388.53	3,056
1915	599,614.71	8,002
1920	1,053,629.51	10,337
1923	1,186,512.05	12,179
1925	1,096,118.37	12,730
1926	1,154,560.00	13,002
1930	1,515,743.70	14,973
1933	1,253,517.09	15,187
1935	1,262,156.72	14,823
1936	1,312,375.64	14,652
1940	1,370,986.89	13,657
1941	1,315,904.39	13,526
1945	1,526,941.84	13,348
1947	1,890,090.65	13,712
1949	2,407,083.28	15,089

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 20. Calgary School Board Annual Report, 1949.  
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## CHAPTER VII

### RECENT DEVELOPMENTS

The years between 1935 and 1950 have been chiefly notable for the introduction and extension of the Junior and Composite High School departments in the Calgary Public School system. The idea of the Junior High School originated in the United States where the six-three-three plan had crystallized by 1900. This meant reducing the elementary division to six grades and introducing three years of Junior High School between the elementary and a three-year senior high division. The aim was to hold more pupils in school and to make vocational provision for those who would go from school to work without attending a technical institution or a university. The new arrangement was also an attempt to bridge the wide gap between elementary and high school by introducing a measure of departmentalization at the intermediate level. In addition it proposed to offer a wider variety of exploratory subjects so that pupils could base their choice of high school courses on personal experience. Time was required to work out plans for operation and methods to be used. However, in 1909 the School Board at Berkeley, California, established the first Junior High School. Development after that in the United States was fairly rapid.

In Canada, British Columbia and Manitoba led the way with the organization of Junior High Schools in a few communities in the early 1930's. The Department of Education in Alberta was also investigating this type of intermediate education by 1933. Provincial inspectors and Normal School instructors began the task of reorganizing the curriculum in order to implement the changes of which the Department approved. It soon appeared that although the new Junior High School program would be ready for use on an experimental basis by September, 1935, the diffi-



culties involved in adjusting the Senior High School system would require somewhat longer. The latter program must provide for a majority of students who would not proceed to higher academic institutions, but it must also maintain the necessary standards for a minority who would.

However, Dr. Buchanan, Superintendent of Schools in Calgary, who had also studied the development of the Junior High School and appreciated its possibilities, felt that its gradual introduction into the Calgary School system might well begin at once. The School Board accepted his recommendations and the work of reorganization started in 1934. Three Junior High Schools were set up in Calgary -- King Edward, Rideau Park, and Langevin. The latter school served entirely as a Junior High School while the other two also accommodated Grades 1 to VI. The three units comprised twenty-three classrooms with an enrolment of 866 pupils.

Although the new Provincial Program of Studies for these intermediate grades was in operation in less than one hundred classrooms in Alberta in September, 1935, the Calgary School Board had practically reorganized its whole school system. Two more of the Junior High Schools -- Hillhurst and Colonel Walker -- started operation that fall. Sunalta and Balmoral Schools had undergone a similar conversion by September, 1936, when the new Program of Studies was finally launched. About sixty-five per cent of all Grade VII, VIII, and IX pupils were now attending these departmentalized schools. The Junior High Schools made it unnecessary to continue the Prevocational School which was therefore closed in 1935. In addition, Western Canada High School, the home of technical education under the Calgary School Board, became the Composite High School, thus anticipating the changes in the senior high school



program which were not completed until 1940. Students attending Western Canada Composite High School could now combine technical studies with general courses in academic work.

How did the community react to the reorganization of the school system in the city? There was an expression of satisfaction with the general plan which brought education more in line with the children's needs and interests. However, there was one exception. Colonel Walker School had been used as a high school since 1922. There was an outburst of indignation in the East Calgary district over the proposed conversion of the building to junior high purposes. A meeting to protest the coming changes was held in St. John's Church Hall in June, 1935. Dr. Buchanan attended the meeting to outline the system and explain the changes. He pointed out that it was no longer advisable to prepare all students for matriculation. At that time seventy per cent of Calgary students were taking such courses, but only five per cent were actually going on to university. He also showed how a more diversified program in the intermediate grades would lead high school students to pursue studies for which they had discovered an aptitude. As for the loss of the senior high school facilities to their district, Dr. Buchanan told the people that Western Canada High School with its possibilities for expansion was the logical place for such an institution. Colonel Walker was the smallest high school, and even so, many students travelled some distance to attend it. On the other hand, as a Junior High School it would serve several public schools which were fairly close at hand. So reasonable was the Superintendent's presentation of the case that no more was heard of the protest.

The Public School District seemed to be in very fortunate circumstances in the summer of 1935. The reorganization was proceeding





smoothly; the few dissenting voices were stilled. No problem of overcrowding had reared its head, nor seemed likely to. There were sixty schools in an area of thirty-eight square miles, an average of two for each square mile in the city. Calgary School District celebrated its fiftieth anniversary that year and rejoiced over its many achievements.

The following year, 1936, an adverse fate seemed to conspire against the schools. On Saturday, November 7th, fire from an unknown cause broke out in the new Western Canada High School Auditorium. The building burned to the ground, the resulting total loss being \$33,000. Fortunately the insurance covered \$27,300.<sup>1</sup> of this amount. When the School Board awarded contracts for the erection of a new structure, the cost, exclusive of gymnasium and dramatic equipment, came to \$30,124.<sup>2</sup> Less than two weeks after the fire occurred, a very strong gale which blew over the city damaged eight other schools. The wind blew part of the roof off the comparatively new Crescent Heights High School. However, the monetary loss from damage by fire and wind was soon forgotten, and people were thankful that no one was injured in either accident.

In 1937, the School Board added to the special classes already in operation one for children who were hard of hearing or who had speech difficulties. Several requests for such a class had come from parents whose children stammered or had difficulty in hearing. Mrs. Annie Clarke, the widow of a local doctor, approached Dr. Buchanan because she was interested in that work. In England she had had some training in the foundations of speech. Dr. C. Bland, minister of Wesley United Church, recommended Mrs. Clarke to the Superintendent. Dr. Bland's

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1. Calgary School Board Records, November 7th, 1936.

2. Calgary School Board Records, December 28th, 1936.

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wife, who was very deaf, could put aside her pencil and pad and understand Mrs. Clarke very well. On condition that she undertake further studies, the School Board appointed Mrs. Clarke to teach the class for the hard-of-hearing and pupils with speech defects. Two courses, Teaching of Speech to the Deaf and the Jena Method of Lip Reading, taken at Michigan State University Summer School, prepared Mrs. Clarke to embark upon the new venture in teaching..

For one year, 1937 - '38, the hearing and speech class had a room in Connaught School. It then moved to James Short School where it has remained. An average of fifteen students has attended the class each year. Children from Grades 1 to VI have been admitted. These handicapped children sometimes met with misunderstanding if not persecution in an ordinary school environment. Within their own group a strong bond of sympathy has created an atmosphere of tolerance and kindness so that the pupils have learned to help each other. As with other special classes operated by the Calgary School Board, the children in this one are supplied with the cost of their daily transportation to school and cocoa with their noon lunch. They have taken only a short noon recess, and Mrs. Clarke has used the half hour from one to one-thirty to work with the children individually. Otherwise the usual school curriculum has occupied their time.

How then can this room be described as a special class? The equipment used to help the handicapped children has differentiated it from an ordinary classroom. The Calgary Hard of Hearing League gave the class a present of a group hearing aid. The teacher could thus talk through a microphone while the children listened with individual receivers. Attention given to careful articulation has helped the children with speech difficulties. Results have well justified the





provision of a special classroom for these pupils.

The gift of another machine has made possible the screening of city pupils for hearing deficiencies. The Calgary Kinsmen's Club supplied an audiometer which is used to test the degree of hearing loss in each ear. Each year when a new group of children has reached Grade IV, Mrs. Clarke has visited the schools in turn and tested the hearing of these pupils. In this way pupils needing the benefit of special attention because of poor hearing have been discovered at quite an early age. Thus, in spite of large classrooms, means have been found to give individual attention to one more group of children.

However, there was one group which increasingly absorbed the attention of educationists. As time went on, the Calgary School Board along with others in Canada and the United States discovered that the new junior and composite high schools did not provide answers to all the problems of the adolescent. The complexity of modern life with its many standards of behaviour continued to be confusing to the youth. Reorganization did not mitigate the faults of mass education, one of which was that the individual was often forgotten. Vocational and other guidance could not be handled entirely in a classroom situation. Then the war came in 1939 taking fathers away from sons who missed their advice and help. Moreover, examinations of soldiers revealed that in many cases the adolescent who had not solved his problems did not become a well-adjusted adult. Departments of Education and School Boards directed their energies towards the organization of a guidance program.

In Edmonton at the Summer School Session in 1941, the Department of Education offered a course in guidance to teachers. The directors engaged Dr. M. W. Wilkins, Professor of Psychology at St. Louis





University, St. Louis, Missouri, as lecturer. The Calgary School Board felt that some special effort should be made to encourage teachers to take such a course before introducing a guidance program in the schools. Therefore, the Board paid the expenses for a group of ten teachers to take the course.

Among the ten was Harold E. Panabaker, Principal of James Short School, who became particularly interested in this phase of education. However, Mr. Panabaker enlisted in the army in 1942. Since he became educational Officer of Military District 13, he was able to study at first hand the educational needs of young adults.

In the meantime the group that had attended the Summer Session course in 1941 formed a committee for further study. At their request Dr. Wilkins was asked to come to Calgary in the summer of 1942 and give a series of lectures on guidance to teachers. A large number of Calgary teachers attended the lectures so that a good many of the City staff gained an acquaintance with the objectives and methods of a guidance program. However, the launching of such a program was deferred until after the war.

In September, 1945, Mr. H. E. Panabaker received the appointment of Supervisor of Guidance for the Calgary Schools. As a preparation for his duties, the School Board then paid his expenses to take a special course at Chicago University. Early in 1946 the Supervisor began the task of introducing the guidance program. This included provision for the counselling of students. On each Junior High School staff at least two teachers, a man and a woman, were asked to carry out this phase of the program. The counsellor interviewed each student who thereby had an opportunity to talk confidentially about his



problems. Sometimes the classroom teacher would refer a pupil to a teacher-counsellor. A steady increase in the number of such referrals has indicated their value.

In-school training has enabled Calgary teachers to meet the challenge of this new type of work. They have attended evening classes in guidance methods conducted by Mr. Panabaker. As Supervisor of Guidance he has kept in close touch with teachers by means of individual interviews. In addition, teacher-counsellors have organized a committee which has held monthly meetings to discuss common problems. In a similar way, in 1948, a group of primary teachers undertook the study of the principles of play therapy.

The guidance program also included the giving of mechanical and written tests to Grade IX students. Results of these tests have helped boys and girls to select senior high school courses in line with their aptitudes. Vocational guidance for the same grade level has been expanded to include talks by experienced people on various types of work, visits to industrial plants, and surveys of local occupational opportunities. The local Kiwanis Club has given its assistance in carrying out the latter. The senior high school students have also found this service very useful. A panel of outside advisers composed of business and professional men has made much of this phase of the work possible.

Although the School Board introduced its guidance program in the intermediate grades, it was found that problems which became acute there had often developed earlier. Counsellors also soon discovered that many difficulties of students grew out of their home relationships. From the beginning, Mr. Panabaker gave some of his attention to child-



ren in the elementary grades who had trouble in adjusting themselves to school life. But, in 1947, the Board extended the services of the Guidance Department by the appointment of a part-time visiting teacher, Miss Marion Sutherland. One year later Miss Sutherland was released from classroom duties to devote all of her time to work with pupils and parents. The Board authorized the appointment of a second visiting teacher at that time. An appeal through advertising failed to find a suitably qualified person so Miss Margaret Marshall, a teacher-counselor at Sunalta Junior High School, was asked to go to the University of Toronto to take a one-year course in child guidance. The Canadian Council on Mental Hygiene gave assistance by making the necessary financial arrangements. Since September, 1949, Miss Marshall has carried on the duties of a visiting teacher.

There have been some changes in the guidance program since its inception. In 1947 Mr. Panabaker outlined a course in Occupations which the Department of Education approved as an additional Grade IX option. In the meantime the Department had undertaken the revision of the junior high school curriculum to bring it still closer to the interests and needs of the children for whom it was designed. An enlarged Health and Personal Development course replaced the former units of work on health. This new course included a study of vocations for Grade IX students and so superseded the Occupations course. A second change involved the administration of the program. With the extensive post-war increase in school buildings and enrolment, the work of all supervisors increased. As a result, in 1948, Mr. Panabaker's duties were modified to those of Supervisor of Junior High Schools and of all special classes.





This same period witnessed the introduction of kindergarten classes by the Calgary School Board. The developement of this work grew directly out of the needs of a thickly populated district in the centre of the city, and indirectly out of a project conducted by a group of unemployed girls during the depression. These girls were on relief, but they wanted something to do. The Sereni Cottage School near Stanley Jones School was vacant so that in 1936 the girls obtained permission from the School Board to use it as a Club House, under the auspices of the Y. W. C. A. They decided to open a small kindergarten and thus do useful work in helping mothers of small children. Local firms donated wood for tables; orange boxes, sawed and painted, made very good kindergarten chairs. When the girls finally obtained work, their sponsors from the Y. W. C. A. felt the furniture was too good to waste.

Some of the leaders of these girls were interested in kindergarten work for underprivileged children in downtown areas. Four young women, Mrs. G. Withell, Miss Eileen Niblett, Miss Dorothy Sneller, and Miss Mary Duncan, obtained the loan of a small room where they looked after thirty children of pre-school age who lived in crowded quarters in city apartments and lacked adequate space for play. The equipment for this enterprise came from the Sereni Cottage School Club House. During 1938 the Tom Thumb Kindergarten, as it was called, was open three afternoons a week and operated entirely by voluntary workers. In the fall of 1938 when they could no longer use the room because it was rented as an office, Dr. O. H. Patrick and the City Council came to the rescue. The former was in charge of the old Civic Playhouse building on Seventh Avenue east of Centre Street. The City



paid the ten dollars a month required for rent there and supplied the utilities free. However, September 30, 1939, was the deadline for their eviction from this building. Their needs for the coming winter included ten volunteer helpers and cheap or free warm quarters. Fortunately, when September 30 came, a solution had been found.

The operators of the small school obtained accommodation in the basement at 130 B Ninth Avenue West, for which the City Council continued to pay the rent. Further aid came from members of the Stagette Club, a service club for young women. Through donations of money and voluntary workers, they improved the facilities of the kindergarten. The number of children increased to forty but still many eager youngsters of pre-school age had to be turned away. However, more permanent arrangements were in the offing.

The Calgary School Board, faced with proof of the usefulness of a kindergarten in the central downtown area, at last found it possible to devote a room in James Short School to the purpose. As a result, the first Public School kindergarten opened September 1, 1941. Children came to it from the district stretching from Fourth Avenue to the Canadian Pacific Railway tracks between Third and First Street East. There were some eighty children so that both a morning and afternoon class were organized.

People in other parts of the city immediately showed a keen interest in the innovation. Several communities petitioned the Board to extend kindergarten facilities to them. On October 1, 1944, three more such classes were in operation at Ramsay, Haultain, and Riverside Schools. As has happened before, the Board established the new type of classroom in response to the educational demands of the local



community.

The teachers of these classes have prepared their own program of work. For the fall of 1948 they had ready a thirteen page booklet describing the objectives, the use of materials, and the classroom procedures approved in the Calgary School Board kindergarten classes. The Faculty of Education at Edmonton offered courses in this level of work for the first time at its 1947 Summer Session. The Board encouraged the attendance of Calgary teachers by special grants in their assistance. Since then most teachers of these pre-primary classes have taken advantage of the opportunity for specialized study.

The number of kindergarten classes in operation in Calgary has varied according to the school population. In some schools overcrowding has meant a temporary withdrawal of this service. However, in 1949 there were twenty-four such rooms with an average enrolment of thirty children. Thus the Board has provided kindergarten accommodation for about one-third of the children in the city between the ages of four years seven months and five years seven months.

In the years between 1935 and 1945 while the school program expanded, construction almost stood still. June, 1937, saw the completion of the new Western Canada Gymnasium and Auditorium which replaced the one that had burned to the ground less than a year before. In 1940 contracts were awarded for the construction of auditoriums for Central High and Colonel Walker Junior High Schools. The Board had also provided for the remodelling and enlarging of several school stages and modernizing the electric light systems in the older schools. This work, commenced in 1938, was finished in 1941. While school accommodation was adequate the time seemed ripe for bringing existing equipment up-to-date.





The building of auditoriums and improving of stages was also a part of the modern trend towards using city schools as community centres.

However, during the years of World War 11 the need for new school buildings arose again. This was not because of an increased total enrolment. In 1935 the school population was 14,823. The numbers declined gradually to 13,092 in 1943<sup>3</sup>. Work was plentiful in those years; pay was good; and the armed services offered a great attraction to the youth of both sexes. Nevertheless, the city population grew rapidly. Dominion Census statistics showed this. Wartime

<u>Year</u>	<u>Population</u>	
1936	83,304	
1941	88,904	4
1946	100,044	

industrial expansion and an influx of servicemen, especially in the Air Force, accounted for the great increase. The City fathers authorized the subdivision of land on the outskirts of Calgary, and new districts sprang into being. These suburban areas needed schools, but with building materials at a premium the School Board was obliged to postpone its construction program until the war was over.

However, plans for post-war building requirements were carefully prepared beforehand. The School Board, Dr. Buchanan, and Mr. W. A. Branton, Building Superintendent, drew up a program which would involve the expenditure of \$1,011,335<sup>5</sup>. In November, 1943, the Board submitted the plans for approval to the Provincial Subcommittee on

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3. Calgary School Board Annual Report, 1949, P. 34.

4. Calgary Municipal Manual, 1949, P. 74.

5. Calgary School Board Records, November, 1943.

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RICHMOND ROAD SCHOOL 1950



Education and Vocational Training, of which Dr. R. E. Newton, President of the University of Alberta, was chairman. When the war ended, the program was ready for immediate implementation. The first part of the plan to materialize was the addition of eight rooms and an auditorium to Glengarry School on Twenty-Ninth Street West. Started in 1946, the new structure was formally opened on September 1, 1947. From then on the erection of new schools proceeded apace.

The rate of building in the years between 1947 and 1950 was reminiscent of that which took place during Calgary's first economic boom from 1910 to 1913. The type of school naturally had changed a great deal. Consisting of one-storey and built of brick and stucco with a multitude of windows, these new structures have been described as stream-lined. Interior innovations were perhaps even more striking. The newest type of lighting, pastel-colored walls, floors covered with heavy linoleum, and a profusion of built-in cupboards and bookcases removed these new structures from the class of the traditional schoolhouse of the earlier period.

The first of the new schools to be built under the program was the Manchester School on Fifty-fifth Avenue South-West. This was a four-roomed school with an auditorium which was ready in September, 1948. Plans for each new structure, large or small, have included an auditorium and other facilities for using the schools as community centres. An addition to Bow View School, and the new Mount View, Queen's Park, and Richmond Schools have completed the program up to September, 1950.

One district in Calgary which has grown enormously in recent years is the residential area for personnel of the Currie Army and Air





Force Barracks in South Calgary. In 1946 the School Board supplied a teacher for the one-roomed school which was held in temporary quarters. Although no permanent building has been erected, the school has increased to eight rooms accommodating children from kindergarten to Grade VIII. The Federal Government in 1949 conferred with the officials of the Barracks and with the School Board regarding plans for the erection of a large modern school. In the fall of 1950 the construction of the building began. The eighteen-roomed school, to be ready in 1952, will house all children of kindergarten to junior high school age of the Currie Barracks personnel.

In the post-war building program elementary school accommodation received the lion's share of attention, but not all of it. In addition, new units have been added to Crescent Heights High School which has thereby become Calgary's second composite school for senior students. The North Wing, housing home economics, typing, shorthand, and music rooms, was opened in September, 1950. Industrial arts shops, an auditorium, and a cafeteria will occupy the South Wing, for which plans are already under way. Immediate plans also include new structures for the accommodation of the growing junior high school population. The first of these will occupy the land adjacent to the Bow View elementary school building. For the first time the Building Department has asked representatives of the teachers to make suggestions with regard to the plans for the junior high school structure before carrying them into effect.

There is little likelihood that the pressure for new buildings will lessen in the immediate future. In September, 1950, three Public School classes found accommodation in neighboring church halls. In



the Upper Hillhurst district, St. Alban's Anglican Church and Parkdale United Church were made available for two Grade 1 classes. The North Hill United Church on Sixteenth Avenue and First Street North West has relieved the crowded Balmoral Junior High School of a Grade V classroom. One room opened in the old Sereni Cottage School lessened the congestion in the nearby Stanley Jones School. Plans for the next two years, 1951 - '52, have been made so that these districts will acquire adequate accommodation for their school population.

Enrolment statistics for the seven years after the low figure for 1943 showed a steady annual rise. With an

<u>Year</u>	<u>Enrolment</u>	
1944	13,134	
1945	13,349	
1946	13,527	
1947	13,712	
1948	14,314	
1949	15,089	6
1950 (Nov.)	16,686	

average enrolment per room of forty pupils, the total increase for the period would require eighty-nine new classrooms. Then in January, 1951, came a request for school accommodation from another quarter. The Windsor Park rural district south of Calgary was incorporated into the city. The education of sixty pupils who have been attending rural schools thus became the responsibility of the Calgary School Board. At present the Hon. Ivan Casey, Provincial Minister of Education, is conducting negotiations for the inclusion of an area beyond Windsor Park in the Calgary School District. In view of actual and anticipated growth the School Board has shown foresight in planning another building program to cover the next three-year period to 1953.



Absorption in building plans has not excluded other advances in the post-war years. Since 1914 the Calgary Public Library has co-operated with the School Board in supplying a library of forty books to each elementary classroom above the Grade 11 level. After the junior high schools were organized, teachers found the departmentalized system did not lend itself to the use of a small library of free reading <sup>books</sup> in each room. In 1944, upon request from the School Board, the Library Board agreed to place a larger collection of books in a central library in each school. The latter also provided the services of a visiting librarian to assist in circulating the books.

When the Library Board protested that this encroached too much upon the time of its staff, the School Board decided to appoint a full-time librarian to be in charge of libraries for the large junior high schools. In 1945, Miss Allison Seymour received the appointment. For a year she spent part of her time at the Public Library learning the work. The School and Library Boards have shared the expense of these school libraries. For every two dollars spent by the School Board for such books, the Calgary Public Library has contributed one dollar. Miss Seymour has done much more than circulate the books. With an excellent knowledge of the stories and of teen-age reading tastes, she has guided the pupils' reading into desirable as well as pleasant channels.

September, 1950, saw the introduction of a service which was a further illustration of the School Board's policy of not only keeping abreast with current educational trends but also with community needs. During the summer of 1950 the City Health Department reported that twelve children in Grades 1 to 1X were unable to attend school because





of physical handicaps. Dr. Geraldine Oakley had long urged that provision be made for the education of such children. In September, 1950, the Board appointed a teacher to visit these children and instruct them in their homes. Mrs. H. E. Purdy, the teacher, visited each child twice a week. The Board also supplied school materials and library books to these extramural pupils who have shown appreciation for the opportunity thus offered to them.

In 1950, Calgary Public School District, Number 19, was sixty-five years old. In that time it has grown from one room to 470, from seventeen pupils to 16,686. Many worth-while developments have accompanied this great physical expansion. What the future holds in problems or achievements lies beyond the present view. However, the record of accomplishment for the first sixty-five years has made a firm and fine foundation to build upon in the years ahead.





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